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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

SPORT AND PHYSICAL EDUCATION IN THAILAND

1932 - 1966

by



NAT INDRAPANA

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance a thesis entitled "SPORT AND PHYSICAL EDUCATION IN THAILAND 1932-1966," submitted by NAT INDRAPANA in partial fulfilment of the requirements for the degree of Doctor of Philosophy.

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ABSTRACT

The primary purpose of this study was to determine the influences of education, kingship, Westernization, religion, military, economics, and politics on the development of sport and physical education in Thailand during the period of 1932-1966. It was found that all these various factors contributed to the development of both.

One of the individuals whose impact was of major significance was King Chulalongkorn who reigned in Thailand from 1868-1910. Subsequent monarchs also promulgated the participation by the Thai people in sport and physical education albeit on a very narrow base. Following the revolution of 1932 physical education was included as one of the three major areas of studies, a position which it has continued to hold to the present time. Widescale sports programmes gradually emerged from the physical education organization. The Department of Physical Education was established in 1933 to look after school physical education programmes and public sports. Furthermore, the Central School of Physical Education was transferred from the Ministry of Education's jurisdiction to that of the Department of Physical Education, a move that led to an increase in programme numbers and variety.

Westerners in Thailand have also had a great impact on the development of sport and physical education in the

country. They established a sports club to pursue the activities, assisted the College of Physical Education in the training programmes, and setting up in-service training programmes for physical education teachers.

While it is not possible to state with a high degree of certainty precisely the nature of the influence of Buddhism, the general indication was that the principles underlying the religion supported the concept of good health, whereas traditional practices and customs stemming from Buddhist teachings tended to dissuade the females from major involvement in sport.

Since 1932, industrialization, economic prosperity, and urbanization have played a significant role in the increase of participation in sports and the improved facilities and equipment.

The rise of the military since 1932 has enabled the military staff to divert their energy into the administration and promotion of sports in the country in time of peace. Many military personnel have been elected to top posts in several amateur sport associations and government sport control agencies.

Up to 1966 twenty amateur sport associations were established to promote more sports to be played in the country, especially in the rural areas where life has not been affected by all the development in the nation.

Thailand's participation in international sports began with 1952 Olympic Games in Helsinki. Since that time Thailand has played a significant role in international sport competitions through the hosting of the First South East Asia Peninsular Games in 1959 and the Fifth Asian Games in 1966.

Insufficient knowledge as to the values of sport and physical education, and customs and traditional practices in the country have slowed the progress of sport and physical education in Thailand. Nevertheless, a foundation has been laid for future development.

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CHAPTER I

INTRODUCTION

In all known human societies, rituals, festivals, dances, music, pictorial art, sports and games, not only give pleasure but in addition provide outlets for creativity and reinforce the group identity and solidarity. Such activities also tie closely into social, religious, economic, and other phases of life.¹

Sport, in many ways can be viewed as an expression of the socio-cultural system in which it occurs. All societies known to man have games which originated, in all likelihood, from the pursuit of basic bodily needs. The relationship between games, pastimes and cultures has been studied by such scholars as Jones², Lansley³, and Salter⁴. It has been pointed out by Linton too that as the physical struggles for basic needs were met by more complex societal organizations, man set up purely artificial obstacles and gained satisfaction from overcoming them.⁵ Concurrent with increasing societal complexity was increasing game complexity, a situation alluded to and tenuously documented by Riesman and Denney who described how English rugby was changed within the American culture from one form to a completely different and more complex form. Today the game is well integrated and quite obviously shows through its vigour, its hard physical contact, and a greater centrality on the individual, the basic traits of the culture of American society.⁶

People from various parts of the world have given their own peculiar interpretation to the evolution of games in their cultures. Activities previously assumed to be biological in origin were seen to shade subtly into socially variable practices.

Much of what had seemed rooted in the very nature of man and even the notion of human nature came to be seen as culturally variable among peoples. Most of what groups of men say and think and believe, how they relate socially, and what they do with their material environment---or what they sometimes called mentifacts, sociofacts and artifacts are all manifestations of culture.⁷

Each society will react to a certain situation according to the beliefs and values that are held in common in that society which is culturally determined. The same could be said of the role ascribed to physical education which has constantly been modified by the situation that surrounded it. This was clearly indicated by Cassidy concerning the cultural influence on the role of physical education:

. . . beliefs and values within a given society, held in relation to man and his body, have resulted in quite different concepts and programs in what we today call Physical Education . . . in any given period Physical Education is culturally determined by what man thinks of himself in relation to his body, and how he thinks his body should be trained, exercised, disciplined, developed, educated; in effect how he, himself, should be trained, exercised, disciplined, developed, educated.⁸

Modern sport historians have often attempted to show sport as reflecting society's values in their studies of the development of sports and games in that society. In their respected field of research, Glassford,⁹

Nelson and Kagan¹⁰ have shown games as the reflective element of cultural values of the groups studied. However, even though pastimes, games, sport and physical education have existed in Thailand for a long time but little research has been done to elucidate the development of either traditional or modern sport and physical education in that country. There have been a few articles written in the area of sport and physical education in the country, a series that includes an article by Charles Dailey,¹¹ a Fulbright Professor to Thailand, who attempted to examine the history of the Department of Physical Education and the physical education curriculum for the schools in general. Johnson and Merrill,¹² two other Fulbright Professors, published two brief reviews of their impressions on physical education and health programmes for the teachers' colleges in Thailand.¹³ Jenny, an American college professor, also published a brief review of physical education in Thailand and athletics in Southeast Asia.¹⁴ Apart from these articles, historical information on physical education and sport in Thailand is limited to two pages in a general work by Bucher,¹⁵ and an overview of the development of physical education and recreation in Thailand was traced briefly by Somboonsilp.¹⁶ Kaeomukda carried out a historical study of the College of Physical Education,¹⁷ while a study on the physical education curriculum for the teachers' college of Thailand was done by Pratoomratha.¹⁸ Finally, Indrapana studied the effects of Westernization on the degree of

sport involvement among the student population of Bangkok.¹⁹ All these studies had one common shortcoming. They did not demonstrate historically the place of sport and physical education in the Thai society. They did not attempt to show what effects politics, economics, kingship, education, religion, military and foreign influence had on sport and physical education. These studies were generally of the standard of sport and physical education in Thailand in the post World War II period with limited historical relevance of the subjects studied.

Moreover, these studies did not attempt to examine the relative significance of the above factors to determine the importance of each. By working toward the completion of this task, the sports historian can make strides towards an understanding of the development of sport and physical education in Thailand.

Prior to Thailand's first revolution on June 24th 1932 the country had been under the rule of an absolute monarch. The revolution was brought about by the People's Party which comprised a section of military personnel and civilians. The majority of civilians in the Party were men who had studied in Europe and had become acquainted with the European point of view in politics. They tended to interpret the conditions of Thailand in terms of the abuses discovered in European monarchies.²⁰

Following the revolutionary government's coming to power in 1932, a new National Scheme of Education was devised. It is of great significance to note that in the new National Scheme of Education physical education was officially recognized as one of the three major areas of education, the other two being academic and moral education. When physical education was first instituted, individual schools were responsible for their own programmes. At that time, the type of physical exercise consisted of calisthenics, gymnastics and marching. Thus it is with interest to note at this point how the rise of the armed forces in Thailand coincided with the inclusion of physical education in the National Scheme of Education of 1932. There have been three other National Schemes of Education since then. They included the 1936, 1951 and 1960, all of which included physical education as one of the major areas of education.

To carry out the new National Scheme of Education of 1932 as efficiently as possible the government established a Department of Physical Education within the Ministry of Education in 1933.²¹ Besides being responsible for physical education and sports at all school levels, the Department of Physical Education was also responsible for organizing public sports. This marked the first time that a government agency was established to help organize sports for the general public in Thailand. Since then, sport in Thailand had developed to such an extent that by 1966 there

were twenty (20) amateur sport associations. To enable these sport associations to function effectively, the government had been granting subsidies to assist their respective organizations.

Thailand's entry into international competition came in 1950 when she was accepted as a member of the International Olympic Federation.²² The first Olympic Games for Thai athletes was the one held in Helsinki, Finland, in 1952. From that time onward Thailand has entered into many other international competitions such as the South East Asia Peninsular Games and the Asian Games which she subsequently hosted in 1966.

The first revolution of 1932 has affected Thailand in many respects. From the time of that revolution military governments have assumed major roles in developing policies for the development of the country.²³ Politics, economics, education are just three of the many aspects which have been influenced by the revolution.²⁴ The present study is designed to show the development of sport and physical education during the period of 1932-1966, from the first revolution up to the time when Thailand hosted the Asian Games, while pointing out the influences which have been instrumental in the development of both sport and physical education. Similar studies were carried out by Redmond²⁵ who studied the influences of British Colonialism in nineteenth century Canadian sports, and by Jobling²⁶ who

investigated the effects of technological changes on sports development in Canada of the same period of time.

In view of the fact that very little has been written pertaining to a history of sport and physical education in Thailand, data on this topic have been drawn from various professional periodicals, Royal Thai Government Gazettes, Departmental reports and circulations, popular literature (newspaper and magazines) and archival sources. Additional information was obtained through interviewing key personnel who are very much involved in either education or sport, or both. They consisted of two army personnel, both of whom are prominent in the sport scene in Thailand, the Director of Sport Science Centre, the Director of Physical Education Promotion, the Deputy Rector of the College of Physical Education, the Ex-Director of Physical Education Promotion, the Deputy Director of Sports Promotion Organization of Thailand, instructors at the College of Physical Education, and the Sports Editor of the Bangkok Post newspaper.

While this study deals primarily with sport and physical education, there are some terms which need to be defined within the context of the study.

Physical Education: refers to formal instruction in physical activities by an educational institution with the purpose of promoting the individual's bodily health.²⁷

Sport: refers to games or pastimes, involving gross bodily movements, which have been developed in order to provide regular competitive physical activity governed by constituted rules.²⁸

Thailand: Prior to 1939 Thailand was known as "Siam", the word used by Sir James Lancaster in his first voyage to the Far East in 1592. When the Phibunsonggram government took office at the end of 1938, it embarked on a programme of national reconstruction and decided to drop the name Siam both in Thai and in European languages. Since then Thailand has been the official name of the country up to the present time.

In order not to confuse the readers the name "Thailand" only will be used throughout in this study even though at times references are made to the period prior to 1939.

Politics: refers to the art and science of public relation, organization and administration. For the purpose of this study the term politics will include such aspects as laws, legislative bills, acts and kingship.

Kingship: prior to the revolution of 1932 the term refers to the single authority of a reigning monarch who ruled and administered the welfare of the State and the people. Since 1932 the monarch has a lesser role in the administering of the country but actively engaged in the

welfare of the people.

FOOTNOTES

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³Keith L. Lansley, "The Contribution of Play Activities to the Survival of Traditional Culture in Four Melanesian Societies" (unpublished M.A. thesis, University of Alberta, 1969).

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¹⁴J.H. Jenny, "Physical Education in Thailand," American Journal of Health, Physical Education and Recreation. (Washington D.C.: December, 1961), p. 88.

¹⁵Charles Bucher, Foundation of Physical Education (Saint Louis: The C.V. Mosby Company, 1972), p. 392-394.

¹⁶Punya Somboonsilp, "Health, Physical Education and Recreation," in The World Today in Health, Physical Education and Recreation, ed. by C. Lynn Vendien and John E. Nixon (Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1968), pp. 314-333.

¹⁷Pipitporn Kaeomukda, "History of Physical Training in Thailand," Journal of Health, Physical Education and Recreation. (Thailand: Karn Chang Vudhisuksa School Press, Dhonburi, No.1, Vol. 1, January, 1965), pp. 45-58.

¹⁸Zeng V. Pratoomratha, "Physical Education Curriculum for the Teachers' Colleges in Thailand." (unpublished Ph.D. dissertation, New York University, New York, 1944).

¹⁹Nat Indrapana, "Effects of Westernization in the Degree of Sports Involvement Among the Student Population of Bangkok" (Unpublished M.S. thesis, California State University, Hayward, 1969).

²⁰Kenneth P. Landon, Siam in Transition (New York: Greenwood Press, 1968), p. 24.

²¹See the official Prawat krasuang suksathikan 2435-2507 (The History of the Ministry of Education 1892-1964) (Bangkok: Ministry of Education, 1964), p. 593.

²²Kong Visudharom, "Sport," Olympic Committee of Thailand, (Bangkok: Siva Phorn Limited Partnership, 1956), p. 24.

²³William J. Siffin, The Thai Bureaucracy, Institutional Change and Development (Honolulu: East-West Center Press, 1966), p. 142.

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²⁵Gerald Redmond, "The Scots and Sport in Nineteenth-Century Canada" (unpublished Ph.D. dissertation University of Alberta, 1972).

²⁶Ian F. Jobling, "Sport in Nineteenth Century Canada: The Effects of Technological Changes on its Development" (unpublished Ph.D. dissertation, University of Alberta, 1970).

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CHAPTER II

HISTORICAL DEVELOPMENT OF THAILAND

EMERGENCE OF THE PEOPLE

Like the Shan and the Laotians, the Thai people belong to the Mongolian stock who originally lived in the province of Hunnan in Central China.¹ Before the beginning of the Christian era the Thai had started on a long and centuries-slow migration toward the rich farming lands of the tropical and sub-tropical south -- a result of the pressure exerted by the Chinese. Gradually the Thai moved south down the three river valleys of the Irrawaddy, the Salwin, and the Mekong, into Burma, Thailand, and Indo-China. By the twelfth and thirteenth centuries of the Christian era the Thai had settled in the northern areas of what is now Thailand. They found their new home inhabited by the Semang, a negrito people, whom they displaced by forcing them to migrate further down south. Other tribes whom the Thai slowly submerged were the Khmer, Yuan, Lawa, Mon, and Malay as well as some other less known tribes. While the Thai were pushing other tribes down south the Chinese were following them closely, and later came seeking trade and commerce.²

In the thirteenth century of the Christian era Thailand was a centre for these various races; the Khmer, Yuan, Lawa, Mon, and the Malay. Around this date the Thai

language as a written language, was adapted by King Ramkamhaeng. The alphabet was probably a Khmer one, which was adapted to the spoken dialect of the Thai.³ Some of the letters are of Sanskrit and Pali origin. In the early centuries of the Christian era the Thai territory was under the political influence of three different powers. The eastern Menam basin was a province of the Khmer Empire; the western Menam basin was under the Mon; the Malay peninsula was under the Kingdom of Palembang in Sumatra. The whole area in which the Thai migrated comprises modern Burma, Thailand, Indo-China, down to what used to be known as Malaya.⁴

Today Thailand extends from the fifth to the twenty-first degree of north latitude, and from the ninety-seventh to the one hundred and sixth degree of east longitude. Thus, it may be seen that the country is long and narrow. The popular visualization of the general outline of Thailand is that it resembles an ancient axe.⁵

The Menam River, or as known in Thai as Menam Chao Phraya, rises in the mountains to the north and empties into the Gulf of Thailand. It is navigable by small boats, in flood season, all the way up North. The life of the people quite naturally formed itself around the river which offered transportation facilities, and also enriched the rice lands.

There are mountain ranges which run parallel from

north to south. These ranges are absent in eastern Thailand. In the west these mountain ranges allowed communication with Burma through a few difficult passes.

The Thai people have always been agriculturists. This fact explains the reason why the Thai fastened themselves upon the land as they drifted south. Here they grew rice, vegetables, and fruits. The extensive waterway and the sea provided occupation in fishing.

The climate in Thailand is tropical with a high humidity. There are three seasons; the rainy season lasts from the end of April to November, the dry-winter season lasts from November to mid February and the rest of the months belong to the hottest weather. The tropical condition of the country makes Thailand a land of natural plenty for her people.⁶

FORCES OF PHYSICAL AND POLITICAL ENVIRONMENT

Thai history is divided into four main parts -- the Sukhothai period (A.D. 1257-1377), the Ayudhya period (A.D. 1377-1767), the Thonburi period (A.D. 1767-1782), and the Bangkok period (A.D. 1782-). The Sukhothai dynasty was founded by King Sri Intratit, commonly known as Phra Ruang.⁷ At the end of King Ramkamhaeng's reign in A.D. 1317 the kingdom of Sukhothai declined rapidly as a result of political strife. King Ramkamhaeng, Phra Ruang's third son and a great warrior, was responsible for introducing the

Thai alphabet in A.D. 1283. As mentioned earlier, the alphabet was probably a Khmer one, with some letters from Sanskrit and some from Pali origin. At the decline of Sukhothai, the kingdom of Ayudhya emerged as a powerful state which annexed the kingdom of Sukhothai to Ayudhya during the reign of her founder, Ramatibodi I (A.D. 1360-1369).⁸ During the kingdom of Ayudhya which flourished for some three hundred years the legal, administrative and social systems of Thailand were crystallized in a form which lasted until the close of the nineteenth century.

The fall of Ayudhya occurred in A.D. 1767 due to the Burma invasion but the independence of Thailand was restored by the energetic military leaders, Phya Tak Sin and Chao Phya Chakri. Having defeated the Burmese within seven months after the fall of Ayudhya, Phya Tak Sin was crowned king and established his capital at Thonburi. Thus began the Thonburi era. Though no official name was given to Phya Tak Sin, he was generally known to the people as King Taksin.⁹ Upon his death in A.D. 1782 the Thonburi era came to an abrupt end. King Taksin of Thonburi was succeeded by Chao Phya Chakri who ascended the throne as King Ramatibodi. He inaugurated the Bangkok period under the present Chakri dynasty, named after his title of Chao Phya Chakri.¹⁰

When King Ekatotsarot succeeded to the throne in 1605, after the death of King Naresuan, contact with the

West duly began. It was his thesis that foreign trade would greatly benefit the country and accordingly, friendship was extended to the Dutch, the English and the Japanese.¹¹ In point of fact, the Spaniards had preceded these foreigners when their envoy, Don Tello de Aguirre, reached Ayudhya from the Philippines in A.D. 1598. He met with a cordial reception and concluded a treaty of friendship and commerce with King Naresuan.¹²

Thailand furthered her friendly relationship with another foreign country by establishing a contact with France during the reign of King Narai (A.D. 1656-1688).¹³ Much credit for creating friendly relationships between the two countries has been attributed to the French Catholic missionaries whose bishop, Monsignor de la Motte Lambert, travelled to Ayudhya in A.D. 1662, where he established a mission under a royal decree issued by King Narai.¹⁴

From the early days of Thailand the rulers of the country had ultimate control over all aspects of Thai life. Based upon this power control the king decided upon the national policy, on establishing trade relations with other countries, and on creating and establishing diplomatic communication. In the meantime the people of Thailand generally accepted this because of the predominant view that the king was an indispensable being to be highly respected, an absolute monarch and did only what was best for the people and the country, and the general faith and

acceptance on the people's part was expected of them.¹⁵
 As a result, the movement toward westernization and modernization by the king was fully accepted by the people.

STATE RELIGION

The attitudes of the Thai people toward authority and heirarchy seem to have emerged from their attitudes about religious merit. The high world position is thought to be the consequence of merit attained either in this or in previous existence, and many people prefer to wait for the merit to come to them, believing that they had no control over such matters.¹⁶ Most Thai people, particularly those of the rural areas, are satisfied with their way of life and have no urge or compulsion to change it. The essential base of the lives of Thai people is the emotional attachment to the doctrines and rites of the Buddhist Order. Buddhism is constantly woven into the thoughts and actions of the people.¹⁴

Buddhism is the traditional religion of Thailand. Specifically it is Hinayana Buddhism which came to the country by way of Ceylon, and so is often called Southern Buddhism.¹⁸ Its language vehicle is Pali rather than Sanskrit, which is used in Mahayana or the Northern Buddhism of Tibet, China and Japan. In Thailand the king is the defender of the Buddhist faith.¹⁹

In Buddhism there is no god - it is essentially

an ethical code of living. However, to some people Buddha was a god and to some he was a great teacher. To the first group of people Buddha represented security to whom they could pray to for advice and help. To the latter group the Buddha's teaching of: "Do good and receive good, do evil and receive evil" was their guide line in life.²⁰ This indeed is the mainspring of Buddhism and the basis for morals and character. During his life time King Prajadhipok insisted upon the importance of faith. Respect for the Buddha, the Scriptures, and the order must be inculcated, even though the children may not understand why, and even though some aspects of Buddhism cannot be demonstrated, but must be accepted on faith.²¹

Thus Buddhism has moulded the character of the Thai people to a great extent. It has influenced the people's attitudes toward life, government, authority and heirarchy.

Buddhism also plays a great role in the development of education in Thailand. The Buddhist monasteries are the earliest institutions for general education as well as religious education which are provided by the monks. Up to the present time these religious leaders are still actively working with education administrators for the progress of education.

WESTERNIZATION

The westernization of Thailand may be said to have begun during the reign of the fourth monarch of the Chakri dynasty, King Mongkut.²² It was this monarch who inaugurated the policy of moving Thailand along Western lines. His initial steps toward this goal were the signing of a new set of treaties with the Western Powers. This began in April 1855 when King Mongkut concluded a treaty of friendship and commerce with Britain, represented by Sir John Bowring.²³ Freedom to trade, extraterritoriality and practically all the concessions asked for by the British were given.²⁴ The United States of America followed the example of Great Britain in this respect, and the American envoy, Townsend Harris, signed a similar treaty with Thailand in May 1856.²⁵ Furthermore, treaties of the same Bowring pattern were signed with France when Napoleon III's envoy, M.de Montigny, visited Bangkok in 1856, with Denmark and Portugal in 1858, and with the Netherlands in 1860.²⁶ It is evident that much diplomatic activity followed once the treaty with Britain was signed in 1855. The King had not only opened the country to foreign commerce but he had also opened men's mind to new ideas by establishing printing presses which in the beginning were used to print textbooks.²⁷ Additionally, roads and canals were built to improve communication in the country. In 1861 the first modern currency was issued to take care of the requirements of Thailand's expanded trade.²⁸ Continuing the Westernization in pattern, the king reformed

the administration, installed foreign advisers in government departments, called in European officers to improve the army and organized a police force. Cady noted:

. . . King Mongkut assigned to a Frenchman the task of commanding and drilling the royal army. Another Frenchman was the royal bandmaster. An American headed the newly established custom service provided for in the British treaty. - - All told, some eighty Europeans were employed by King Mongkut in one capacity or another.²⁹

One important result of the European commercial orientation sponsored by King Mongkut, as pointed out by Cady, was to end the Chinese domination of Thailand's foreign trade and bring Chinese economic leadership into a different relationship to the government.³⁰ This was due to the fact that by 1850 there were approximately 300,000 Chinese in Thailand and they were economically powerful.³¹ The appointment of Westerners by King Mongkut also caused some unrest among the Thai officials and their friends.³²

It is of significance to note at this time that the modernization in Thailand along the Western line was approved by King Mongkut. Since the Sukhothai period (A.D. 1238-1378) education in Thailand was a family affair and the parents, most often the fathers, handed down the skills and knowledge of the family trade to their sons in an apprenticeship-type of training.³³ The only institutionalized education was that conducted in the Buddhist temples. In essence, the monastery was a community for learning which stressed the ability to read to enable people to study the

scripture.³⁴ Accordingly, King Mongkut allowed the ladies of the American Mission to visit and teach the ladies of the palace. In 1862 the king also engaged the now renowned Mrs. Anna Leonowens as a tutor to his heir, Prince Chulalongkorn, and other of his royal children.

The modernization policy which benefited the country as a whole, though concentrated in the capital city Bangkok, was in most aspects continued and expanded by King Mongkut's son and successor, King Chulalongkorn, or Rama V, who ruled Thailand for forty-two years (1868-1910). He followed his father's pattern of modernizing by appointing foreign advisers from many nationalities to remould governmental administration, to liberalize and reform the legal system, and to bring about economic improvements. As a result of such tactics, the Thai calendar was refashioned on the European pattern, by 1899 Sunday was officially proclaimed as a legal holiday and a decree allowing for freedom of the press was honoured.³⁶ Furthermore, ten ministries were established to be responsible for the welfare of the people and the country: these were, the Ministries of Defence, Foreign Affairs, Interior, Local Government, Royal Household, Finance, Agriculture, Justice, Public Instruction (Education), and Public Works. King Chulalongkorn also promulgated a law for the abolition of slavery in 1905, the work which had been started by his father, King Mongkut.³⁷

In other social areas, modernization along the Western lines also occurred. Among them was sport and sport participation patterns. The shift from traditional sport to Western sport was started by King Chulalongkorn upon his return from a European tour in 1897, at which time he introduced into Thailand a series of Western-type activities such as croquet, badminton, lawn tennis, football, rugby and international boxing.³⁸ At first these sporting activities were played only among the courtiers and aristocrats within the palace grounds. Some of the activities were later introduced to the students of the Royal School by the foreign teachers whom the king had hired as tutors of the royal children. Gradually some of these new sports began to emerge in other schools throughout Bangkok. The new activities were introduced to students by British teachers who were engaged by the government to teach English and other subjects in various educational institutions.³⁹ Missionaries were also instrumental in introducing these sporting activities, especially foot-racing, to students in the countryside.⁴⁰ The key point here was brought out by Visudharom that the king, his courtiers, and people in the 'in group' were sports enthusiasts.⁴¹ Gradually the interest and the enthusiasm spread out and became increasingly popular among the working class, not only in the large urban centre like Bangkok, but also in the suburban and rural areas. The king himself encouraged different organizations to form clubs and to compete in various sports under the

rule as then laid down.

Thus, it became obvious that during the period of 1851-1910, at the death of King Chulalongkorn, vast numbers of social, political and economic changes were brought about in Thailand. Notable among these were the restructuring of government organization, administration, agriculture, education, and sport participation patterns. The social behaviour patterns of the people of Thailand were also in flux and the emergence of politically and economically astute Thai people was becoming a reality.⁴²

ECONOMIC AND POLITICAL STRIFE

Despite the fact that major steps were taken and brought to fruition by the monarchy relative to Westernization, modernization of Thailand, the increase in technological innovations and generally more equitable social development, there were periods of strife and unrest. Significantly the greatest unrest was in the area of politics and economics.⁴³ Of critical importance during this same period was the leadership shown by two of King Chulalongkorn's sons who eventually succeeded him to the throne, namely King Vajiravudh, or Rama VI (1910-1925) and King Prajadhipok, or Rama VII (1925-1935). Both in due course were sent to be educated in England. This was one step further than King Mongkut, who had English teachers brought to Thailand.

When King Vajiravudh ascended the throne in 1910 he followed the modernization policies which had been established by his father. Social reforms developed under King Vajiravudh were many and significant, and included a statute book, a law on surnames in 1913, the abolishment of gambling houses throughout the country, and the establishment of Chulalongkorn University as a memorial to his father. He also promulgated a law on compulsory education which, by this period, had been evolved into a modernized institution.⁴⁴

But the most salient change during King Vajiravudh's reign was a shift in administrative procedure of the country. He ceased to seek advice of the prominent members of the royal family and rarely consulted them concerning State administration. Instead he gathered young men who were not members of the royal family, but rather acquaintances which he had cultivated while studying in Europe. These he appointed to important positions in the government and established, thereby, a system of favourites.⁴⁵ Furthermore, he aggravated his relationship with the regular army by establishing a personal body guard known as the 'Wild Tiger Corps' under his personal leadership, independent of the Army and the Ministry of Defence, and showed favouritism toward them by providing them with clubhouses, a drill hall, uniforms, and a rugby football team.⁴⁶

However, according to Hall, King Vajiravudh was "unquestionably shy and lacking in real gifts of

leadership."⁴⁷ Due to these unpopular actions by the king there were two attempts to dethrone him. The first attempt, an assassination plot, developed in 1912 and was due to the discontent in the regular army and navy at the establishment of the Wild Tiger Corps. The second attempt to dethrone him took place in 1917 after the king had decided to join the allies in the First World War. It was thought that the attempt originated from the pro-German section of the army.⁴⁸

King Vajiravudh had also been described as democratic ruler.⁴⁹ On the contrary, his attempts at tightening royal absolutism were a contributing factor in bringing about the constitutional crisis of 1932.⁵⁰ He began to go his own way in dealing with the country's affairs. He rarely met the cabinet ministers which was set up by his father, but only met them individually to consult when he deemed necessary. As a result, there was no coordination in the country's administration. Furthermore, the king began to spend excessively on state functions and other ceremonies.⁵¹

But the king had a keen sense of national pride as he promoted citizenship through the establishment of the Boy Scouts Organization.⁵² He also changed the national flag to a Tri-Rong: one consisting of five horizontal bands, red, white, dark blue, white and red (the dark blue band is twice the width of the others). The Tri-Rong flag has since remained the national flag.⁵³

King Prajadhipok became the last absolute monarch of Thailand when he ascended the throne upon the death of his brother, King Vajiravudh, in 1925. King Prajadhipok had never expected or desired to become king.⁵⁴ But due to the fact that King Vajiravudh produced no heir to the throne, Prince Prajadhipok as next in line, succeeded him. He was immediately confronted with the need for economy in the public expenditure, a situation directly attributed to the fact that his brother King Vajiravudh, had been noted for heavy public expenditure, and had loaded the Supreme Council, the King's Council, with princes and noble elites to the public and army-officers' dissatisfaction. He began to cut down on the Royal Household expenditure and revived the cabinet. He also appointed only five of the most important princes to the Supreme Council.⁵⁵ All these actions were taken in regards to the economy of the country. But of more significance is the appointment of the Supreme Council. It was revealed by Prince Chula Chakrabongse later that the King felt he was too young when ascending the throne.⁵⁶ The King felt that he had served the country previously only as a soldier and thus lacked the knowledge and experience in the art of government. As a result he felt it was necessary to elect his highly respected uncle, Prince Bhanurangsri, and four other royal relatives to the Supreme Council. This was indeed an act that had far-reaching repercussions.

Originally the Supreme Council was designed to assist the king in advising him on all matters of public and family affairs, and was to supervise the cabinet of ministers. But as these royal members in the Councils died the king kept replacing them with senior princes, but no commoners. As time went by it seemed that the Council was going to rule the country throughout his reign. Some people suspected that the king was reluctant to rule personally.⁵⁷ Furthermore, some of the Council members began to sit in the Cabinet as well. According to Prince Chula Chakrabongse, it made the Council seem like an Inner Cabinet in which non-councillors could not participate.⁵⁸

One other notable point which confronted the king was the great economic slump which affected the country and all of South East Asia in the 1930's.⁵⁹ Insofar as Thailand was concerned, the economy problem stemmed from the fact that in 1908 the country adopted a Gold Standard Act which put Thailand officially on the gold-exchange standard.⁶⁰ This Act was adopted because the price of silver upon which the Thai currency was based was steadily falling. Then in 1931 Britain had a great economic slump and had gone off the Gold Standard, but the Thai government had decided to stay on the Gold Standard. As a result, Thai products were found too expensive in the sterling market to attract foreign purchasers and the country began to suffer economically.

Unable to raise foreign loans the king was forced to introduce drastic economic measures involving salary cuts which meant that many civilians and military had to leave the government service. The junior official class was severely affected by the measures.⁶¹ Throughout the ordeal the king was distressed and it later was revealed by Prince Chula Chakrabongse in his book, Lords of Life, that the king once exclaimed: "I'm only a soldier, how can I understand such things as the Gold Standard?"⁶² However, on May 11th, 1932, Thailand suspended the Gold Standard, linking the country currency, Baht, to Sterling, but it was too late.

Through the reign of both King Vajiravudh and King Prajadhipok, some of the army personnel, the government officials and the public became offended and disenchanted with some of the official Acts by the kings. The Wild Tiger Corps Acts, the joining with the allies in 1917, the appointments of the Supreme Council and the Cabinet Ministers, the economic slump and the drastic economic measures that followed which affected a great number of people. They became wearied and suspicious at the secretive methods employed by the administration in that the government released limited news and information of what they were doing through the censorship of the press, which was carefully screened by government officials.⁶³ Although it had been King Prajadhipok's wish to give constitutional government to the people he failed to promote and to gain enough

support to see it through.⁶⁴ This plus all his enforced actions had weakened his position among the more informed Thai people and had led to his ultimate abdication in 1935.

EMERGENT DEMOCRACY

On the morning of June 24th, 1932, the revolution broke out. The upshot of this action was the formation of a new era of constitutional government and the ousting of the absolute monarchy which had prevailed in Thailand from time immemorial. When the revolution broke out King Prajadhipok was residing at his holiday resort, Hua Hin, in southern Thailand. The revolution itself was brought about by the People's Party which comprised a section of military personnel and a group of civilians. The military group was led by Captain Luang Phibunsonggram, who at one time had been attached to the French Army in the artillery.⁶⁵ The leader of the civilian group was a young lawyer who completed his studies in France named Pridi Panomyong, who was later appointed a junior judge with the title of Luang Pradit Manudharm.⁶⁶ Upon their return to Thailand the two began to work secretly, plotting a revolution to bring down the rule by absolute monarchy. They were acquainted with the European point of view on politics, and interpreted the conditions of Thailand in terms of abuses discovered in European monarchies.⁶⁷

Prince Chula Chakrabongse revealed that from all

seemingly reliable accounts the revolution had been planned seven years earlier in Paris by some of the Thai students whose leader has already been mentioned.⁶⁸ Pridi was able to persuade many civilians, especially young lawyers to join him, while Captain Luang Phibunsonggram sought the assistance of the Armed Forces personnel, as related vividly by Prince Chula Chakrabongse:

It was important that the military promoters persuaded Colonel Phraya Bahol of the Artillery, and Colonel Phraya Song of the Engineers, to join them, which was especially important because Phraya Song had the added advantage of being Commandant of the Staff College, with influence over the Weapons Training School, the Military Cadets Academy, and the Armoured Regiment Ships and shore units of the Royal Thai Navy, in the absence of senior naval officers in the plot, same as other vital services. The Royal Thai Air Force stayed aloof from the whole business.⁶⁹

Throughout the revolution not more than seventy men were involved in the plot, twenty-seven of whom were from the Armed Forces while the rest were civilians.⁷⁰ Despite this the revolution was carried out smoothly and successfully.

From the start of the revolution on the morning of June 24, 1932, the army moved into positions, held key personnel, ministers and princes as hostages. A message was dispatched to the king informing him that the People's Party had seized power with the intention of forming a constitutional monarchy. They requested him to return to Bangkok to reign over them again as king under the constitutional monarchy with the threat that if the king did not return that the People's Party would choose another prince to act

as king.⁷¹

To avoid bloodshed and further trouble the king chose to return to Bangkok. Upon his arrival all hostages were released. Negotiations began between the king and the revolutionists who never admitted that they were rebels.⁷² The princes and ministers were asked to leave their official posts and the Supreme Council was automatically dissolved. It was agreed by the king and the People's Party that the constitution would be presented as soon as possible, but in the meantime the country was put under military control. By his agreement with the People's Party, the king lost all of his power except the right of pardon.

While these activities were going on the great majority of the Thai people remained uninvolved save as spectators of the whole event.⁷³ The idea of democracy was beyond the comprehension of many of the people. Only the few politically-minded individuals paid much attention to the uprising and this formal shift of power. When re-examining the causes of the rebellion one has the feeling that the economic depression or the royal oppression may not have been the main sources of concern. In point of fact the change in government might have been brought about by a group of vigorous young men who had the ability and knowledge and desire for reform. It could not have been the desire of the majority of the people, after all there were only about seventy plotters involved in the overthrow

of the monarch.

MILITARY

The success of the 1932 revolution marked the rise of the military in Thailand. The increased stress given to the military was another trend with political significance, because its power had never been excessive in proportion to the size and population of the country. Thailand had been a buffer state between English and French colonies and so had depended on diplomacy rather than force to maintain its independence.⁷⁴ But when the People's Party was ready to establish a constitutional monarchy in Thailand it had to have the assistance of the military.

Expenditure on consolidation of military power began to rise after the country's first revolution. The budget for the Ministry of Defence for the immediate year after the revolution was increased by Baht 3,500,000 or approximately \$175,000, and four years hence the budget had almost doubled.⁷⁵ This military emphasis met with considerable opposition, but it was to no avail. The government of Thailand was in the hands of military men.

New prestige had been given to conscription since 1932. Because some military men had entered politics and assumed unusual authority, military life began to appeal to young men.⁷⁶ But due to the fact that military service used to begin for all young men at the age of eighteen, it

was detrimental, since it broke in on the education period and took these young men out of school. However, it was generally felt that these youths learned a great deal more at military camp than they would normally do in the classrooms.⁷⁷ At the camp they learned about drill, authority, discipline, physical fitness, and generally how to take care of themselves and working with others.

A youth movement along military lines called 'Yuvachon' was initiated and introduced to Thailand in 1935 by the then Minister of Defence, Luang Phibunsonggram.⁷⁸ Its object was to train youth in physical culture, military discipline, and organized co-operation. These youths were supplied with uniforms, drill as soldiers, and had occasional reviews by military officers. The primary purpose was to instill a military spirit in the young men.⁷⁹ The traditional Buddhist spirit of peace and serenity had been replaced with military zeal.

Thus, since 1932 military power in Thailand had been on the rise. The success of the 1932 revolution, and the subsequent victories in many more revolutions which followed had made many military men see the military role as one of the most indispensable. Many government offices had been occupied by military men. However, the implications of the rise of the military on sport and physical education will be discussed fully in Chapter 6.

NEW LEGISLATION

Three days after the revolution had been carried out successfully a provisional constitution was promulgated which provided one House of Parliament, which was known as the People's Assembly. Before a general election could be held, the People's Party had to elect temporary deputies on behalf of the king for the Assembly and from then on legislation was in the hands of the Assembly. The nominated deputies consisted largely of the members of the People's Party and some retired officials.⁸⁰ The leaders of both the civilian group and the Armed Forces group, Pridi and Phibunsonggram, refrained from taking the central power, the Prime Ministership. Instead they were appointed as ministers without portfolios.⁸¹

One of the first tasks of the Assembly was to pass the Act of Amnesty clearing those who were involved or who took part in the revolution from any guilt in an unlawful act.⁸² The second task, that is the development of a general election for the Assembly, did not go so smoothly due to the fact that the Thai people were in the state of unreadiness insofar as their education was concerned. Thus a new plan was drawn up by Pridi as he announced:

When the country should become quiet and orderly again, a second period of the Assembly would be begun in which the people were to be allowed to select one half of the membership. The People's Party would select the other half. The third period of the Assembly would begin when over one half of the voting population had obtained the equivalent of a primary education. After ten years of the first and second

periods of the assembly, if the educational goal was still unreachd, the third period of the assembly would start automatically. In the third period the people were to elect all of the membership of the People's Party.⁸³

The plan was submitted to the Assembly for consideration. With this announcement it became quite clear that one of the first priorities that the People's Party had to face was to develop educational reform so that the people would generally be sufficiently educated to rule themselves. This would also insure the future success of a monarchical constitution which had met with initial success.

Accordingly, one of the significant events which followed after the country's first revolution was the new legislation involving the revision of a new education act called the National Scheme of Education of 1932.⁸⁴ The revolution which resulted from the economic and political problems had an effect upon the traditional education system of the country. Monastery-centred education was to be augmented by a Westernized educational structure. Increased emphasis was placed on meeting the needs of the individual even though it was still emphasized that 'education should meet social needs that were in harmony with the economic and political system of the country.'⁸⁵ To help speed things up because of the commitment given to the people, the new government appointed an educational council as an advisory body.⁸⁶

So modernization in Thailand which began by King

Mongkut in 1855 with the signing of the treaty of commerce and friendship with Britain came to have unexpected consequences relative to the country as a whole with the revolution of 1932. Modernization or Westernization had changed the people from being subservient to the degree that they wanted to have some control of their destiny which was clearly demonstrated by the uprising in 1932. But with this revolution came one of the most important pieces of legislation which dealt with the provision of education for all people in the country -- the National Scheme of Education.

FOOTNOTES

¹D.G.E. Hall, A History of South-East Asia (London: Macmillan, St. Martin's Press, 1970), p. 169.

²W.A. Graham, Siam (London: Alexander Morning, Ltd., 1924), I, p. 102-177.

³Kenneth P. Landon, Siam in Transition (New York: Greenwood Press, 1968), p. 2.

⁴Ibid.

⁵Government of Thailand, Thailand: Official Yearbook 1968 (Bangkok: Government House Printing Office, 1968), p. 2.

⁶Landon, op.cit., p. 4.

⁷Hall, op.cit., p. 171.

⁸Ibid., p. 177.

⁹Prince Chula Chakrabongse, Lords of Life (London: Alvin Redman Limited, 1967), p. 73.

¹⁰Ibid., p. 80.

¹¹Hall, op.cit., p. 359.

¹²Rong Syamananda, An Outline of Thai History (Bangkok: Siva Phon Limited Partnership, 1963), p. 18.

¹³Hall, op.cit., p. 362.

¹⁴Ibid., p. 366.

¹⁵Wendell Blanchard, Thailand; Its People, Its Society, Its Culture (New Haven: Human Relations Area Files, Inc., 1957), p. 492.

Note too that the Thai people have gone on respecting the king much more than any other figures in the government or any other national symbol even after the revolution in 1932. Blanchard mentioned the fact that the Thai people are also loyal to the political heirarchy now established in the country, for nothing has occurred to challenge the traditional pattern of respect and loyalty for superiors. The average Thai citizen has not yet begun to question the actions of government authorities any more than he questions the actions of his father.

¹⁶Ibid., p. 491.

¹⁷Ibid.

¹⁸Virginia Thompson, Thailand: The New Siam (New York: Paragon Book Reprint Corporation, 1967), p. 623.

¹⁹According to the constitution, Buddhism is not compulsory for anyone in Thailand with the exception of the king, who is "Upholder of the Faith," and so must be a Buddhist. Chapter I, Section 4 of the constitution says: "The King shall profess to Buddhist faith and is the upholder of religion."

²⁰Landon, op.cit., p. 183.

²¹See in particular: Princess Phun Phitsamai, Satsnakhun (Bangkok: Sophon Phiphatanakorn Press, 1939).

²²Syamananda, op.cit., p. 27.

²³Chakrabongse, op.cit., p. 198.

²⁴Hall, op.cit., p. 669.

²⁵John F. Cady, Southeast Asia, Its Historical Development (Toronto: McGraw-Hill Book Company, 1964), p. 345.

²⁶Chakrabongse, op.cit., p. 201.

²⁷Ibid., p. 182.

²⁸Hall, op.cit., p. 671.

²⁹Cady, op.cit., p. 349.

³⁰Ibid.

³¹William Skinner, Leadership and Power in the Chinese Community of Thailand (New York: Cornell University Press, 1958), pp. 4-6.

³²Cady, op.cit., p. 351.

³³Department of Fine Arts, Thao Srichulalak's Text (Bangkok: Pakdipradit Press, 1965), p. 8.

³⁴Ibid.

³⁵Chakrabongse, op.cit., p. 209.

³⁶Cady, op.cit., p. 489.

³⁷Hall, op.cit., p. 672.

³⁸Kong Visudharom, "Sport," in Olympic Committee of Thailand, (Bangkok: Siva Phorn Limited Partnership, 1956), p. 24.

³⁹Ibid.

⁴⁰Ibid.

⁴¹Ibid.

⁴²Cady, op.cit., pp. 488-496.

⁴³Ibid., pp. 496-497.

⁴⁴Hall, op.cit., p. 676

⁴⁵Ibid., p. 804.

⁴⁶Cady, loc.cit.

⁴⁷Hall, loc.cit.

⁴⁸Ibid., p. 805.

⁴⁹Thompson, op.cit., p. 49.

⁵⁰Hall, loc.cit.

⁵¹Cady, loc.cit.

⁵²Hall, loc.cit.

⁵³Chakrabongse, op.cit., p. 289.

⁵⁴Hall, op.cit., p. 807.

⁵⁵Ibid.

⁵⁶Chakrabongse, op.cit., p. 303

⁵⁷Ibid.

⁵⁸Ibid.

⁵⁹Hall, op.cit., p. 808.

⁶⁰James C. Ingram, Economic Change in Thailand 1850-1970 (California: Stanford University Press, 1971), p. 153.

⁶¹Cady, op.cit., p. 497.

⁶²Chakrabongse, op.cit., p. 307.

⁶³Landon, op.cit., p. 20.

⁶⁴Bangkok Times, June 24th, 1932, p. 1.

⁶⁵Chakrabongse, op.cit., p. 308.

⁶⁶Ibid., p. 310.

⁶⁷Landon, op.cit., p. 21.

⁶⁸Chakrabongse, loc.cit.

⁶⁹Ibid.

⁷⁰Ibid., p. 311.

⁷¹Bangkok Times, loc.cit.

⁷²Chakrabongse, op.cit., p. 315.

⁷³Hall, op.cit., p. 809.

⁷⁴Ibid., pp. 679-701.

⁷⁵Landon, op.cit., p. 54.

⁷⁶Ibid., p. 56.

⁷⁷Ibid., p. 57.

⁷⁸Ibid. Please note too that titles such as Khun, Luang, Phra, Phya, and Chao Phya are bestowed upon the individual by the king in that order of importance. With the change of title there was often a change of name too.

⁷⁹Ibid.

⁸⁰Ibid., p. 17.

⁸¹Chakrabongse, loc.cit.

⁸²Ibid., p. 314.

⁸³Landon, op.cit., p. 14.

⁸⁴Government of Thailand, "National Scheme of Education of 1932," in Rajkitjanubeksa (Royal Gazette) Vol. 50, No. 40, August 10th, 1932, (Bangkok: Government House Printing Office, 1932), pp. 8-15. (Thai Version).

⁸⁵Ibid.

⁸⁶Ibid.

CHAPTER III

EDUCATIONAL DEVELOPMENT, SPORT AND PHYSICAL EDUCATION

1932 - 1966

Since 1921, when a compulsory primary education act was passed, education in Thailand has been essentially Western in organization and content. The government has assumed responsibility for the establishment, financial support, and direction of a national school system which is arranged in the familiar divisions of primary, secondary, vocational, and higher education. This was due to the fact that when the constitutional government was first established after the revolution in 1932 it decided that education would be the best preparation for full democracy.¹ Among the goals of the educational programme were the improving of the literacy of the population, the provision of citizenship training, and the offering of professional and vocational training. This was so arranged as to be in line with the statement which the government made to the general public prior to the first nomination of representatives to the National Assembly. The government further promised that the people would be given complete freedom and right to education without hindrance, and established a mechanism such that half of the population could complete the primary education courses within ten years. It further promised that within that time limit there would also be a general

election at which the people would elect their own representatives, thus abolishing the system whereby half the number of representatives were arbitrarily appointed by the government. Since 1921 there have been four National Acts of Education. These were passed in 1932, 1936, 1951 and 1960 respectively.

NATIONAL EDUCATION SCHEMES

After the coup d'état in 1932, the People's Party established an Educational Council to draft a new educational plan for the country.² The revolution of 1932 had also given rise to a new set of schools, municipal, as distinct from local schools.³ With this new addition there are now 4 types of schools in the country. They are: government schools, local schools, private schools, and the one just added, municipal schools. The government school is maintained and controlled by the Ministry of Education. This type of school was supposed to be a model for every other type of school to follow. Government school was supposed to represent progressive education. In the meantime a local school is established by a village or commune under the inspection of the government. Most of the local schools which provide only primary education are located in the temple grounds. Another new type of school in the country which receives encouragement from the government is a private school which is either a school run as a

private enterprise and dependent solely on the fees it may be able to charge, or one maintained and controlled by an individual or community. Examples are the various missionary schools.⁴ Finally, a municipal school was often referred to as a primary school in an area under municipal organization. These municipal schools or elementary schools have been organized and maintained by the municipal government.

NATIONAL EDUCATION SCHEME OF 1932

There were three main objectives underlying the establishment of the National Education Scheme of 1932. The chief tasks of the government were to try to make everyone literate, to improve the quality of education, to increase the physical fitness of the school children, and to improve vocational training. Thus, the three major areas of education which the State would administer were:

1. Moral education; to increase good moral norms among all students.
2. Academic education; to develop knowledge and intelligence.
3. Physical education; to exercise for physical fitness.⁵

This marked the first occasion in which physical education was included in the curriculum as one of the major areas of studies.

The 1932 Scheme called for those students who

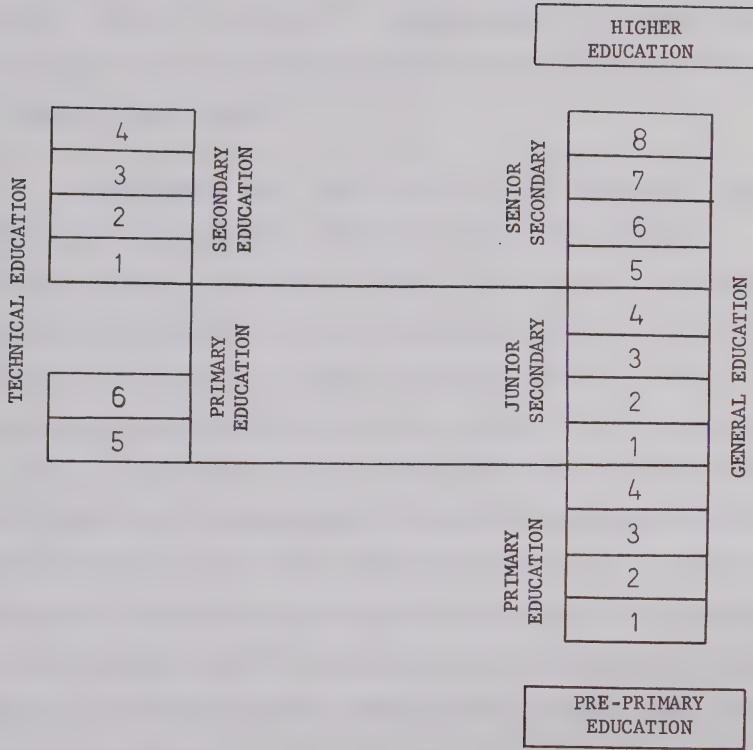


FIGURE 1 Educational Scheme of 1932

wished to pursue vocational training to attend six years of primary education, comprised of four years in the lower primary school and two in the upper primary school at which time they would commence pursuing their respective vocational training. Refer to Figure 1. Furthermore, they would continue their vocational preparation in the secondary level for another four years.

The Scheme also laid out the 4-4-4 plan for those students in Thailand who wanted to follow the general education route. In short it meant, four years of primary education, four years of lower secondary and an additional four years of higher or senior secondary school. The senior secondary grades were also divided into two sections; one with a linguistic and the other scientific major. After having completed the secondary education interested individuals could pursue higher education but before being permitted to do so he or she would be required to sit for the entrance examinations.⁶ Entrance into institutes of higher learning was keenly sought after and the competition was frequently fierce.

While the National Education Scheme of 1932 was being put into effect the country was faced with another serious problem - the shortage of schools. Even though the compulsory primary education act was passed in 1921, the country, due to heavy financial pressures, had not been able to provide schools for all children of the age seven

to fourteen as prescribed by the act.⁷ It took the Thai government fourteen years (from 1921 to 1935) to put the law of compulsory primary education into effect in every village. Although every village was included in the compulsory education system by 1935, there were many in which the children were not enrolled until the age of nine or even ten, and only about half the number at eight-year-olds, the newly recommended commencement age, were attending schools.⁸ This change of school age from 'seven to fourteen' to 'eight to fifteen' was done through the new Primary Education Act of 1935. It was necessary to increase the age of enrolment to eight so that children would spend long enough time in school to finish their primary education.

In 1933-34, a survey of students was made in those sections of the country where primary education was in force. The number of students attending schools was well below the number that should actually be attending.⁹ This was due to the fact that there were not enough classrooms to accommodate them and there were not enough teachers to teach them. In order to avoid overcrowding, the compulsory-study age was made flexible so that the appropriate number of students could be accommodated in the schools with the proportional number of teachers. For instance, some districts enforced the law for children aged eight to fourteen, some from nine to fourteen, and some from ten to fourteen.¹⁰

Communication was another problem which these young

students in the districts had to overcome. Walking was almost always the only means to get to schools. Many of the districts were cut off by thick jungles and children could not get to schools.¹¹

Furthermore, the compulsory-study law at first stated that all students whose homes were within 3.2 kilometers of the nearest schools must attend classes. But owing to the lack of schools the compulsory primary education law was amended, changing the distance to 2 kilometers instead.¹² This meant, those students whose nearest schools in the village were within the 2 kilometers radius would be required to attend classes, other than that they could stay home and assist their parents in the daily work. The government had hoped to build more schools, so that these young students would gradually be included in the compulsory education system.

The increase of age range for compulsory primary education to 'eight to fifteen years' also reflected the quality of study in the primary grades to some extent. In the school year of 1933-34 there were 39,302 children above fourteen years of age still in primary grades.¹³ Modern methods of teaching students to read and write had not reached the majority of the teachers, and in general teacher preparation institutions were of low quality. Frequently, the teachers had little more than a primary education themselves.¹⁴ Sometimes they had to be drawn from among

the students of elementary and secondary schools and consequently had little or no idea of teaching and no practical experience in the techniques of dealing with students whose academic qualifications were not grossly different from their own.¹⁵ Another disadvantage which hampered the educational development in Thailand was the lack of materials, textbooks and educational aids.¹⁶

NATIONAL EDUCATION SCHEME OF 1936

The year 1936 marked the presentation of the second of the National Schemes of Education which the People's Party instituted following their seizure of power. The government considered that primary education in the vocational section which took six years of school was too long, thus reduced it to four years.¹⁷

The newly amended scheme required four years of primary education, three years of junior secondary, three years of senior secondary, and finally two years of pre-university. The new plan also made it possible for students to enter vocational training at three intervals; at the end of primary education, junior secondary, and or at the end of senior secondary education. Refer to Figure 2. Thus the new Scheme allowed students to commence working for a livelihood after four years of primary education or six years of secondary education. This meant more people would be going to work a great deal sooner than when the 1932

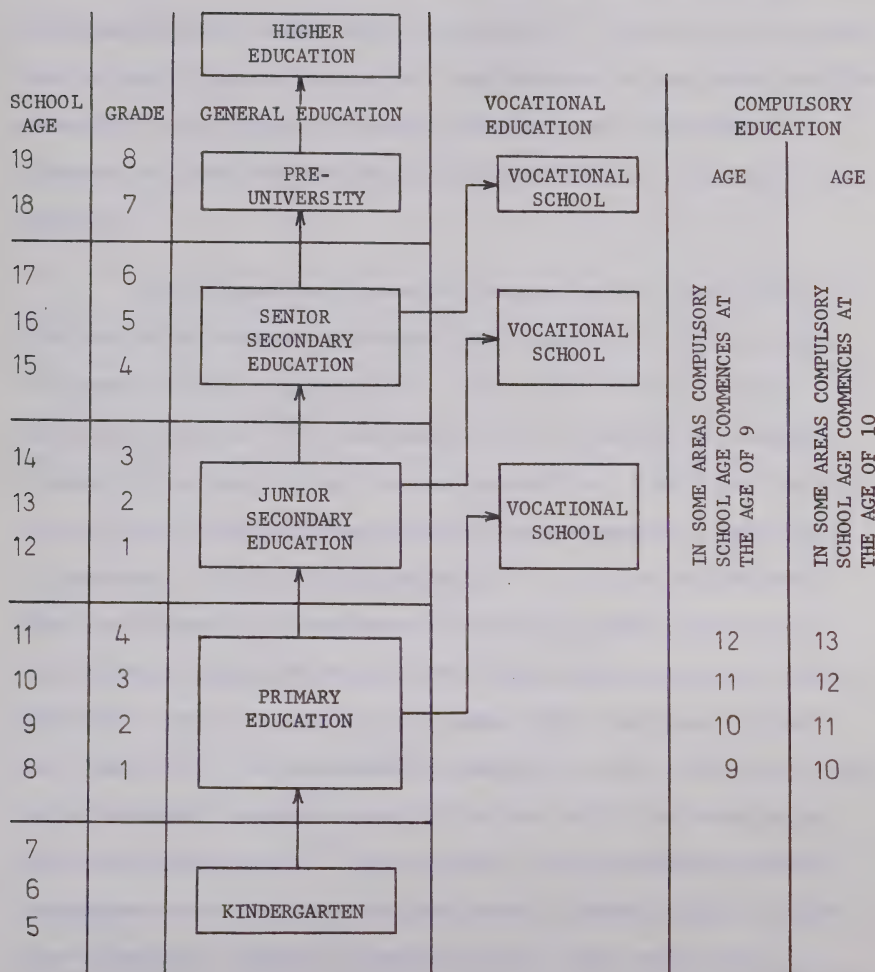


FIGURE 2 Educational Scheme of 1936

Scheme was being enforced. The 1936 Scheme was more in line with the economic and political system that the government would have liked to follow.¹⁸ Also, in the same year a new Private School Act was adopted which provided for financial assistance to these schools, and for school inspectors from the Ministry of Education to visit the schools.¹⁹

But there were several events which took place in 1936 which affected the educational system of the country. The revolutionary government, spurred by certain "provisional articles" in the Constitution, wanted to expand elementary education as fast as possible. The Constitution stated that the Parliament was to be composed of two types of members: elected and appointed.²⁰ It also stipulated that provinces in which more than half of the adult population were literate would have full representation. This brought a rapid expansion of elementary education throughout Thailand. A considerable amount of the budget was spent on a literacy campaign and little was left for developing secondary education.²¹ As a result, the secondary school programmes were cut down to six years (Grades 5-10). A few pre-university schools (Grades 11-12) were set up to accommodate a select group of eighth graders who wished to enter universities. At the same time, those students who could not enter the pre-university schools, having failed in their entrance examinations, could go to higher

vocational schools. Moreover, the vocational schools on the lower levels (Grades 5-7 and 8-10) were established because the government wanted to discourage the students from academic study and to encourage them to train for some vocations. In order to save expenditures on academic secondary schools, the government proclaimed that it would maintain only a limited number of government secondary schools as examples for private schools.²² This meant that the majority of high school students had to be taught in private schools. The result of all of these things was the concentration of educational resources in the Bangkok area and the rapid expansion of private secondary schools.²³

From the beginning, vocational schools at the lower levels were not popular among students. It was believed that the function of general education was to prepare individuals for white collar work and only the weaker students went to vocational schools.²⁴ Poor achievement in academic subjects, lack of proper facilities and untrained teachers gave support to this popular belief and the enrolments in the vocational schools declined while some of them had to be closed down. A sudden change came when the Ministry of Education adopted a policy of employing the graduates of vocational schools as teachers in the elementary schools. Almost immediately all lower vocational schools in the provinces were filled to capacity.²⁵ However, the enrolments dropped drastically again a few years later

when the Ministry stopped recruiting their graduates to teach in the elementary schools.

During the Second World War the organization of secondary schools appeared to remain intact but actually the activities and functions of the schools were greatly disrupted. Children were evacuated from Bangkok which was occupied by some of the foreign troops.²⁶ Some students studied at home and were permitted to sit for various examinations. Needless to say, the academic standards during this period began to decline and continued downward after the war even though industrial development and the standard of living began to rise.²⁷ However, there was one encouraging note for the teachers throughout the country. In 1948 the government enacted the new Civil Service Act raising the status of all public primary school teachers from local employees to government officials on a par with officials of other ministries and protected under the same law of rights and privileges.²⁸ The Act came at the time when the government was faced with several problems in trying to obtain a better supply of teachers. Salaries had not kept pace with the rise in the cost of living, and in spite of several revisions of the scale the teacher's real income was still below prewar level.²⁹ The salary varied with the qualifications of the teacher so that most of them received the minimum pay. In Bangkok the teacher's income placed him in the middle class, with the lower echelons of

government employees.³⁰ In the rural areas the teacher was considered to be slightly better off due to the fact that he could supplement his income by growing some of his daily food. However, the difficulty in providing the rural provinces with better teachers was that they preferred urban life. Furthermore, teacher-training schools were in Bangkok and the larger towns; and having been to one of these places to study, very few teachers wished to return to the villages. This attitude perpetuated the differences in quality between education in the rural and urban areas. Thus, the Civil Service Act of 1948 was not exactly financially beneficial to the teachers, but more in the nature of encouragement, and improving morale.

NATIONAL EDUCATIONAL SCHEME OF 1951

In 1951, another National Scheme of Education was adopted but it was essentially the same as its predecessor with only some slight modifications and additions. The value and status of manual development and skill was added as a fourth objective to the Thai educational program.³¹ The first three objectives were to develop moral education, academic education, and physical education. The Scheme organized the school system into four years of primary education, three years of lower secondary, three years of upper secondary and two years of pre-university classes. Refer to Figure 3. The lower secondary grades were divided into three streams: academic stream for students who wanted

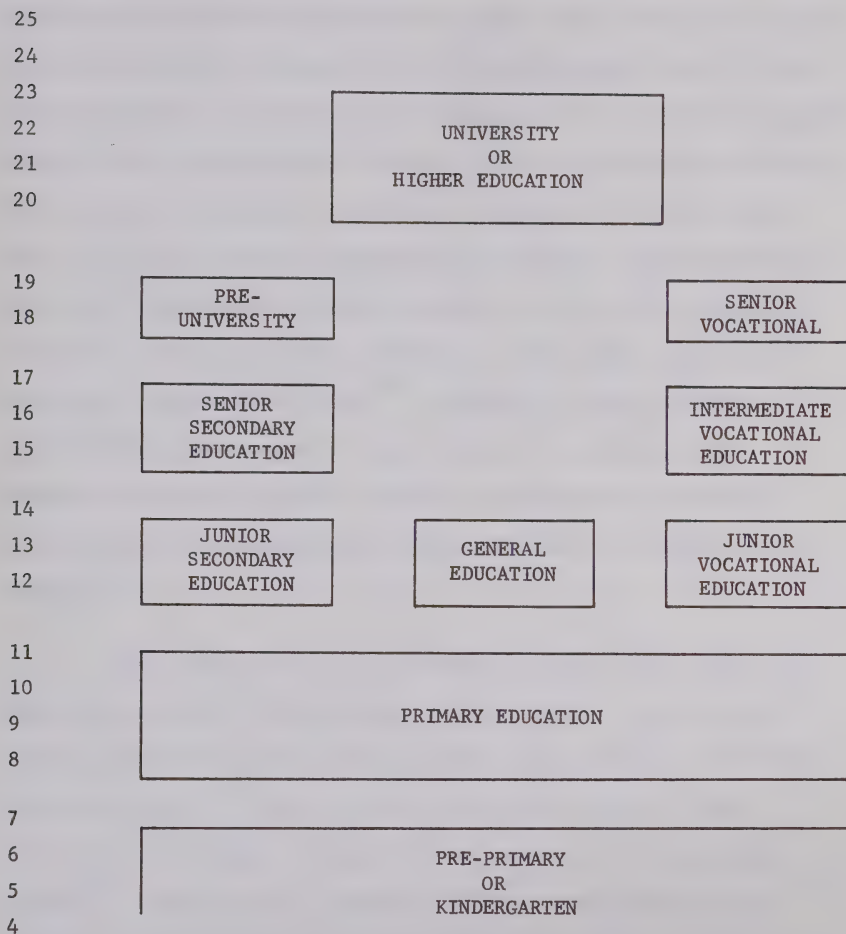


FIGURE 3 Educational Scheme of 1951

to prepare for higher learning; vocational stream for those who wanted to seek employment earlier; and a general stream for those who did not want to go beyond grade three of the lower secondary. On the upper level there were two streams: academic and vocational. Beyond the upper secondary level, three grades of higher vocational schools were organized parallel to the two pre-university classes. The government had hoped that fewer students would go on to the academic stream and that a greater number of them would take vocational and general courses.³² Perhaps it was because opportunities for work in the fields of industry and commerce were so limited, and the prestige of the white-collar jobs was greater that few went into the vocational stream.³³

The imbalance of enrolments caused great concern among the nation's educational authorities. Because the country needed semi-skilled and skilled craftsmen and the opportunities for higher education were limited, they wished to discourage students from entering the academic stream.³⁴ Despite all attempts by the government to encourage vocational training at lower and middle levels many students continued to show a preference for the academic route. As a result there was a great demand for academic schools which the government could not provide fast enough and as a result private schools in Bangkok and other major cities flourished.

Another attempt to make vocational training functional, at least at the secondary school level, was inaugurated in 1951 under UNESCO (United Nations Educational, Scientific and Cultural Organization) sponsorship.³⁵ A pilot project comprehensive school was established in Chachoengsao province. According to Jumsai:

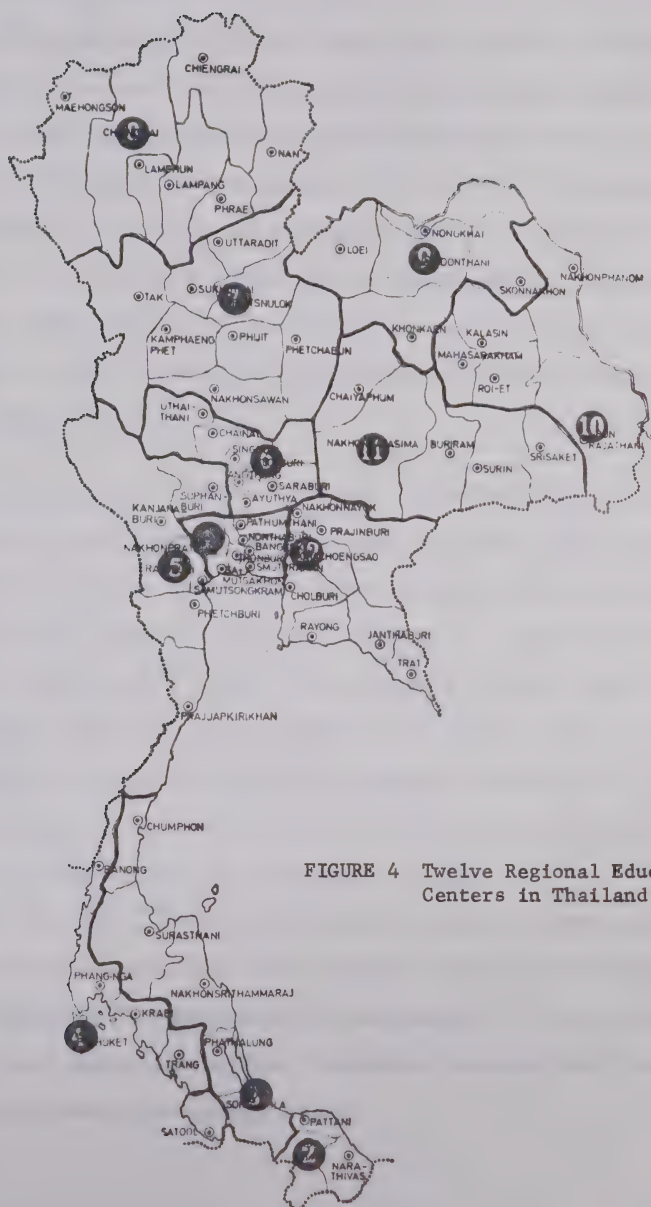
Chachoengsao was selected because it combines a variety of characteristics and is thus representative of the whole country in miniature. It possesses agricultural lands, river district, forests and hills, and has a sea coast. The town itself has a variety of schools-kindergarten, elementary, secondary, vocational and teacher training schools. It includes eighty-one village groups, six districts and two municipalities.³⁶

In 1954 the project was extended to Choburi, a province similar to Chachoengsao in many respects. In these comprehensive high schools students could pursue courses suited to their own aptitudes and inclinations because the schools offered both academic as well as vocational training. This type of study became very popular among students and as a consequence the drop-out rate decreased steadily.³⁷

Unfortunately, the comprehensive schools were short lived for UNESCO withdrew its financial support in 1955. But as a result of the success of this type of school the Thai Government strived to resume the program and was able to do so with the first permanently established comprehensive school in Thailand in 1960 at Korat province, in north-eastern Thailand. The school proved to be very popular among students of that province. As a result, the Committee for the Comprehensive Secondary School was set up in 1965

by the Ministry of Education. After a careful study the Committee recommended the expansion of the comprehensive schools along the same line as the one in Korat.³⁸ This recommendation was supported by a Research Committee on Secondary Education and Human Resource Development which made a thorough study of the needs of education in Thailand. Thus the expansion of comprehensive schools became a national policy.³⁹

One notable modification of the administrative organization by the Ministry of Education in 1951 was the inauguration of the Department of Public Education which comprised primary, special and adult education.⁴⁰ The establishment of this Department was felt necessary in order to provide education for the public efficiently. Also, in order to be able to work closely with secondary and teacher training schools throughout the country the Ministry of Education formed a supervision service in the Department of Secondary Education in 1952.⁴¹ The function of this unit was more of a supervisory-type one of assisting, rather than inspecting as had formerly been its function. With success of the supervisory unit the Ministry divided the country into 12 educational regions and established supervisory centre in each of the 12 educational regions in 1960.⁴² At every centre there was an executive committee for educational administration and for solving various problems. There was also an advisory committee consisting



of qualified persons from many districts who contributed ideas and rendered assistance under the Regional Education Development Project including Higher Education (REDPHE).⁴³ These 12 educational regions were arranged as such: 2 regions (7 and 8) covering 15 provinces in the north, 3 regions (9, 10 and 11) covering 15 provinces in the northeast, 3 regions (2, 3 and 4) covering 14 provinces in the south, 1 region (12) covering 7 provinces in the east and the rest, regions 1, 5 and 6 covering 20 provinces in the central plain. Refer to Figure 4.

During the 1950's, teacher training institutes in the country were also in the process of great development. This was due to the fact that many children were attending schools as the general population began to appreciate the value of education.⁴⁴ With this growing school population the country needed more and better qualified teachers. The Department of Education of Chulalongkorn University, with the co-operation of the Ministry of Education, decided to set up a degree course in education as part of its training programme in 1952.⁴⁵ Prasarn Mittr College of Education, founded in 1953, was the next teacher training institution which offered a degree course in education.⁴⁶ One of its branches was Bangsaen Teacher Training College which was officially opened two years later.

NATIONAL EDUCATION SCHEME OF 1960

After the 1958 coup d'état, a committee was set up by the Ministry of Education to modify the educational scheme. In 1960 a new National Education Scheme was launched which was put into effect in 1961 and had been in use up to the year 1966. One of the major concerns of the new Scheme was to promote education in rural areas. It called for compulsory education at the primary level up to grade 4 or Prathom 4, with strong intention of increasing it up to grade 7 or Prathom 7. This was due to the fact that there was a strong need to consider carefully the curriculum and methods of teaching of the first four years of compulsory schooling since it was the terminal education level for a majority of youth in the rural areas.⁴⁷ More vocation oriented subjects like handicraft, gardening, farming, and housekeeping should be included in the programme and better taught. Also, the subjects taught were to be related to the predominant vocations of the community such as silk weaving, cattle raising, jute growing in the northeast, fisheries and fruit growing in the south and the east of the country.⁴⁸

Thus under the new educational system of 1960, primary education comprises 4 years of lower grades and 3 years of upper primary grades. Secondary education covers 3 and 2 years respectively for junior and senior levels. At the secondary level there are two streams - a general education stream and a vocational education stream which

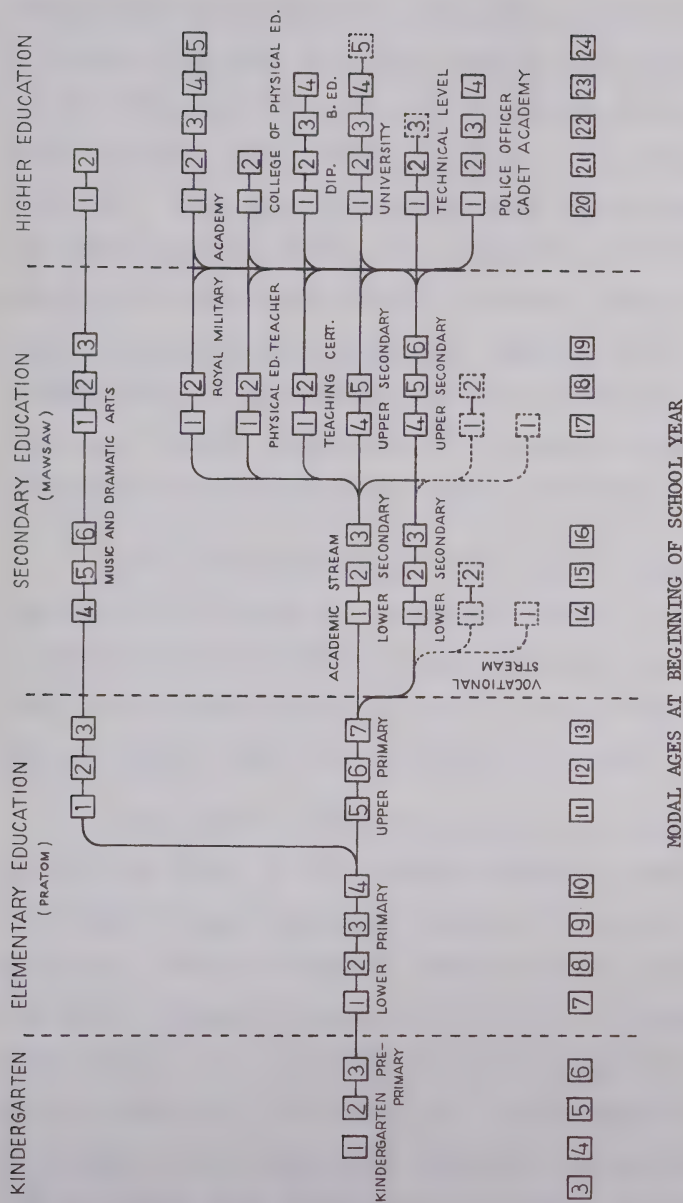


FIGURE 5 Educational Scheme of 1960

consists of five grades and six grades respectively. Refer to Figure 5. General secondary schools were designed to give general education including pre-vocational courses. It consists of three lower grades (M.S.1,2,3) and two upper grades (M.S.4,5). Upon successful completion of the lower secondary level students should have acquired sufficient knowledge and skills to begin working for a living. But if they choose to further their education they can enter a teachers' college or go on to complete the upper secondary school or vocational school. Graduates of the upper secondary may then go on to university for higher education.

While the general education stream prepares people for white-collar work the vocational schools are designed to offer courses of various types and lengths from one to three years, depending on the type of the trade chosen - some do require more time to train than others.

The common objectives adopted as a guideline were the same as those of the National Scheme of Education of 1951 namely; moral education, academic education, physical education, and hand-craft.⁴⁹ There were few differences in the 1960's Scheme as compared to the 1951's Scheme. The 1960's Scheme put particular stress upon meeting the needs of the individual and of society. It followed the goal of the Karachi Plan (compulsory education through grade seven) and introduced some significant curricular experimentation at the secondary level.⁵⁰ One of the most notable changes

at the secondary school level was the experimental comprehensive-type high school whose curriculum combines both academic and pre-vocational subjects. It was so arranged as to meet the needs of the students who could terminate their education at a more appropriate time or could go on pursuing higher education if they so desired.

IMPACT OF EDUCATIONAL DEVELOPMENTS ON SPORT AND PHYSICAL EDUCATION

Physical education was unknown in Thailand till 1898 when the First National Scheme of Education was proclaimed in an effort to modernize the educational system. But prior to this educational proclamation a very significant event took place in 1897 which could have helped to establish the concept of physical education in the school. A track and field meet among students and teachers was held at the Pramane Ground to celebrate King Chulalongkorn's return to Thailand from a tour of Europe.⁵¹ The meet was a success and it has been held annually ever since. Accordingly, in the First National Scheme of Education of 1898, instruction of physical education was included for the first time for both elementary and secondary school students. This was a clear evidence of European influence as well as the king's eagerness to modernize the traditional education system throughout the kingdom. He took people with him who held important posts in the Government service with the idea of learning from the West and

instituting these to modernize the country.⁵² During King Chulalongkorn's reign (1868-1910) sports and physical education were realized to be a very important part of the child's total in-school experiences.⁵³ When physical education was first instituted, individual schools were responsible for their own programmes. At that time the type of physical exercise consisted of calisthenics and marching. Interestingly, throughout his life King Chulalongkorn was very concerned about improving the Army, which he felt was necessary for internal security.⁵⁴ He even had his own creation of Royal Guards Regiment which today has been integrated with the Regular Army as the 1st Infantry Regiment of Guards. As a result, the activities in the early days of physical education were inclined toward physical fitness. Classroom teachers were held responsible for giving instruction in physical education to the students in their classes as well as academic lessons. This was due to the fact that there were not many trained specialists during the early period of physical education in Thailand. The classroom teachers were also responsible for recreation and organization of sports programmes in their schools.

While King Chulalongkorn was on the throne many foreigners in different capacities began to pour into the country. Some were diplomats, some were businessmen, while some of them were teachers who had been hired by the king to teach the royal children in the Royal School. These

people brought with them some of their national sports and pastimes which they played among themselves whenever opportunities arose.⁵⁵ Some of these activities, such as soccer and tennis, were made accessible to the general public through these foreigners which brought a great deal of excitement to them. Furthermore, sports in Thailand in the early days gained impetus from the aristocrats and the courtiers who previously had been sent abroad by the king to study, and with their return came some of these Western sports. These activities were practised among the aristocrats and the courtiers in the royal palace grounds at first and later other segments of the Thai population were exposed to these sports by watching the foreigners play on the Pramane Ground.

PHYSICAL EDUCATION AND NATIONAL EDUCATION SCHEMES

Since 1932 there have been four National Education Schemes in 1932, 1936, 1951 and 1960 respectively. After the People's Party came to power in 1932 and the monarchy constitution was promulgated, one of the first acts by the Party was to reform education to meet the needs of the country and the individual. At the time there was a need for Thailand to become productively involved in the economy as early as possible. In the educational realm this was achieved by a six years of primary education programme which enabled students to read and write, the primary objective at this level, and thus to terminate their

education and go to work.

NATIONAL EDUCATION ACT OF 1932

One of the most important aspects of the new national education legislative act of 1932, as far as physical education was concerned, was its inclusion as one of the three major areas of studies. The new Government declared its policy to be the fostering of education in three aspects: intellectual, moral and physical.⁵⁶ The inclusion of physical education into the syllabus meant the subject was to be studied on a compulsory basis. It was generally believed that physical well-being could be obtained through participation in sport and physical education, and further that mental well-being plus sportsmanship could also be obtained and developed through physical activities.⁵⁷ So physical education in Thailand during this period was connected to both physical and mental well-being. It was the wish of the Government to emphasize sports in the educational programmes because of the firm belief that sports are instructive, that games can teach desirable character traits, and that the boy who has learned his character lessons in games would be useful in politics and business.⁵⁸ The Government had realized that physical education was just as important as intellectual and moral education of the individual.⁵⁹

The Ministry of Education also assisted in

prescribing the number of hours to be spent on physical education. At least three hours a week were required of students at the primary level, two hours a week for those at the secondary level, except for those students in the last two years of the general education who were not required to learn physical education so that they would have more time to pursue their academic studies in preparation for higher education. However, with the added responsibilities the Ministry of Education felt that it could not supervise the education of this branch as closely as they would have liked, and so the Department of Physical Education was established in 1933 to be responsible for school physical education and public sports.⁶⁰ The details of the establishment of the Department will be discussed later in this chapter.

The curriculum published in 1932 prescribing physical education for both primary and secondary levels contained many new activities for students of both levels.⁶¹ At the primary level, students were required to do such activities as calisthenics and marching drills. The games for these students were to be kept at simply-organized games, and the gymnastic activities were more concerned with agility and non-apparatus exercise, such as forward and backward rolls. Students were encouraged to follow physical education classes in the open-air atmosphere. As far as the instructors were concerned, any schools that did not have a specialized physical education instructor the responsibilities

were to fall on the classroom teachers.⁶²

As for the secondary students the varieties of activities prescribed for their physical education classes seemed to have wider choice. Apparatus gymnastics, Thai and international boxing, judo, soccer were added to the required calisthenic drills and marching drills.⁶³ Track and field training was also added to the curriculum. This was a reflection of the success of this particular sport which has been held annually since 1897. Once again as was the case for the primary students, the secondary students were encouraged to hold their physical education classes in the open-air whenever it was possible. The major exception to this principle was apparatus gymnastics which, of necessity, had to be held indoors.

In Thailand, girls were not to be outdone by the boys when it came to learning physical education. In the 1932 physical education curriculum even though there was no special curriculum prescribed for the girls at either primary or secondary levels, they frequently participated with the boys in those activities which were appropriate to them. Notable among these activities was track and field.⁶⁴ In point of fact females have been involved in the annual track and field meet since 1897. However, the report rendered that during this period the girls must begin to take a more active part in the outdoor sport.⁶⁵ Other activities which the youngsters of both sexes were actively

engaged in outside of school hours were swimming and bicycle riding. No schools in Thailand during this period had swimming pools but there were numerous canals and rivers in the country and thus the youngsters were encouraged to learn how to swim in those places.⁶⁶

Although the physical education curriculum prescribed for all schools in Thailand during this period was rather ambitious only a few schools in the Bangkok area were able to follow the curriculum. The inclusion of physical education as one of the three major areas of studies demonstrated the recognition given to this field by the Thai Government. The reasons that many schools, especially in the rural area, were not able to follow the physical education curriculum prescribed to them were many. First and foremost, at this stage of the national education development the Government had been unable to provide sufficient schools to house all the children who were supposed to attend. At the same time, most of the buildings that had been constructed were of modest size and contained only the minimum space.⁶⁷ Thus, the Government still had to provide adequate schools to accommodate the compulsory primary education legislation which was passed since 1921 and was not able to develop indoor gymnasia and swimming pools concomitantly with the development of other required facilities.

The next difficulty was in the area of preparing

trained persons to carry out the curriculum. Up to 1932 the country had only forty-seven trained physical education teachers.⁶⁸ This could hardly be viewed as sufficient in view of the burgeoning expansion of public education within the country. As a result, in those schools that were able to carry out the physical education lessons the classrooms teacher had to be responsible for the development and execution of the lessons.

One of the most important aspects of the new development of physical education in Thailand during this period was the attitude of the public toward this area of education. In general, physical education was not viewed favourably by the public. It was part of a new trend in the country and as such not many people either understood it or were interested in its educational values.⁶⁹ Furthermore, the predominant nature of the occupation of the people during this era was of an agricultural base which would normally keep them physically active for long hours thereby further limiting the development of a positive view of physical education.⁷⁰

The new trend in education was introduced to the people of the country who were very traditional and ultra conservative thus necessitating a lengthy period of adjustment and understanding. Despite all these setbacks the Government seemed determined to retain physical education as one of the major areas of studies. This was clearly demonstrated when the 1936 Education Act became effective.

NATIONAL EDUCATION ACT OF 1936

The new Act called for reorganization of education in Thailand by reducing primary education down from six to four years. The areas of studies as set out by the National Education Act of 1932 remained intact: intellectual, moral and physical education. Similarly, there were no changes in the curriculum prescribed for the study of physical education, since the existing curriculum had been in existence for only four years.⁷¹ There were no attempts to change the curriculum and the emphasis on physical activities at all levels remained the same especially in the apparatus work in gymnastics at the secondary level. This occurred despite the fact that most of the secondary schools possessed no gymnasias nor the equipment necessary for those activities prescribed in the curriculum.⁷² Other activities included athletics, swimming, bicycling and group games.⁷³

But if these were discouraging elements there were also encouraging signs in the development of physical education in Thailand. It came in the form of a legislative bill through the Representative Assembly granting a budget for the year 1935-36 to the Ministry of Education for the purpose of constructing a new building at the National Stadium site for a new Physical Education Teachers' Training College.⁷⁴ The details of the College will be elaborated in a later section. It did seem at that time that the Government had deemed that the best possible way to develop

physical education in the country was to have enough trained physical education teachers to do the job. The move to develop this College can be traced to the fact that between 1932 and 1936 there had been only 161 graduated from the College who were qualified to do the job.⁷⁵ During the academic year of 1934-35 Thailand had a total number of 9,000 schools. Of these 7,702 were local or primary schools, 244 were government schools (both primary and secondary) and 1,055 were private schools which were responsible for both primary and secondary education.⁷⁶ It was readily evident that even by comparing the number of physical education graduates between 1932 to 1936 with the number of schools in the country up to 1935 that there was a great disparity between the supply of and the demand for specialists to fill the role of the physical educationist. Thus, the Government was moving in the right direction in promoting a training college for physical educationists.

NATIONAL EDUCATION ACT OF 1951

Another educational revision was promulgated in 1951 when a third National Education Scheme was announced to the nation. The new bill included manual education and its development as the fourth objective of Thai education. The first three objectives were the same as for the previous bills in 1932 and 1936, thus physical education remained as one of the major areas of study. Time allotments at all levels for the study of physical education also remained

as per 1932 and 1936 curriculums.

Whereas many features of the 1936 curriculum were retained one encouraging new step which began to take shape was the government's concern over the education of the children at the nursery or kindergarten level. In 1952 it became the policy of the Ministry of Education to open at least one nursery school in each of the 71 provinces, and one infant class in each of the 491 districts.⁷⁷ It was indeed an ambitious move but during the year of 1952 the Ministry was able to establish only 10 new nursery schools and 17 infant classes.⁷⁸

The new physical education curriculum which came out in 1951 did not prescribe specific activities for children at the kindergarten level, rather it only prescribed that daily exercises should be given to all children in the kindergarten schools according to the development of the child's age.⁷⁹ In general the activities in which the children at this age became involved included singing games, folk games and simple relays which were focused upon fun and enjoyment. Little equipment was used and including such items as bean bags, sliding boards, see-saws and climbing bars. In all, the type of activities that the kindergarten received depended entirely on the initiative of the classroom teachers and supervisors.

The curriculum of physical education for primary school students following the National Education Scheme

of 1951 showed few changes. As a matter of fact this curriculum had undergone major revision in 1950, a year before the announcement of the new Scheme.⁸⁰ The Elementary School Physical Education Curriculum for 1951 continued to stress physical activities for physical and mental well-being. In as far as activities were concerned the emphasis continued to be on swimming and gymnastics. None of the schools during this period possessed a swimming pool nor a gymnasium yet students were required to know how to swim otherwise they would find themselves failing in a Scout subject whose basic requirement was they must be able to swim. As a result of this, the Department of Physical Education was requested to compile a handbook with a teaching method focused on the skills of swimming so that the students concerned could master the theory and thereby pass their swimming tests. Such being the case, the individual would be considered to have fulfilled the basic requirement in the scout subject.⁸¹ As far as the question of gymnasia was concerned, activities had to be held outside and very often these activities had to be changed so as to suit the circumstances. Often times students found themselves felling trees within the school compound to make room for a soccer field.⁸² The curriculum might have prescribed a series of specified activities but very often they could not be carried out due to a lack of facilities. The time allotted to physical education remained unchanged save for the inclusion of health education which had been

receiving impetus as a result of the work of the World Health Organization and related agencies.⁸³ In the early stages of the new Scheme one hour out of three which had been set aside for physical education for school children at this level was scheduled for health education. In order to coordinate the new health programme, attempts were made to provide free as well as more nutritious school meals to students under the joint organizations of UNESCO and the International Bureau of Education.⁸⁴ Financially the scheme proved impossible and the programme failed. Nevertheless, health education as a school subject remained.

While the general curriculum for elementary schools showed little change, the physical education curriculum of the secondary schools was progressively becoming more diverse and was gaining more attention from the educational circle. The programme of studies published by the Ministry of Education for secondary schools in 1951 stated that the aim of physical training and sports was to develop skills, fitness and sportsmanship among the student population of the country.⁸⁵ Insofar as the curriculum was concerned the same activities were prescribed; swimming, gymnastics, boxing and jiu-jitsu for instance, but more emphasis had been given to interschool sports such as; soccer, basketball and track and field owing to the interrelationship of sports and educational values expressed by many educators of the time.⁸⁶ The military aspect of physical education was less

emphasized in the curriculum drawn up for the secondary as well as the elementary schools.

Students of the secondary school faced the same problem as did the students at the elementary level -- they were not able to participate in all of the activities prescribed owing to lack of facilities. During this period of the general development of physical education in the nation many requests came to the attention of the Director General of the Department of Physical Education concerning the educational value of boxing in the secondary schools. It was brought up again at a Physical Education Seminar in 1956 at which time the Director General informed the seminar members that the Department had been trying to reduce or eliminate the activity concerned in most secondary schools and had met with moderate success.⁸⁷ In some circles, however, the Director General had been looked upon as a traitor who was attempting to do away with the Thai's traditional activity.⁸⁸ Thus boxing remained in some secondary schools but more precautionary measures were taken in the form of medical examinations before and after a match. Participants were required to wear head guards at all times, too.

During the time that the 1951 Scheme remained in effect, physical education had been receiving steady assistance from the Government in the form of appropriations granted to the Ministry of Education. Yet among all aspects

of education to be supported by the State, physical education received the least aid from the Government.⁸⁹ For instance, in 1954, the appropriations for various phases of education totalled approximately 800 million baht (\$40 million) or one-fifth of the national budget. Of this amount physical education received 8,506,136 baht (approximately \$425,000) or 1.05 percent of the total budget for education.⁹⁰ During the same period, according to the statistics, there were monies to go to 19331 primary schools and 267 secondary schools which would be the immediate and direct recipient of the physical education programmes.⁹¹ This limited financial aid added to the difficulties which many school administrators faced in trying to follow the physical education curriculum prescribed and authorized by the Ministry of Education.

Nevertheless the Thai Government gave every indication of a major effort to try to develop physical education for the whole country. In 1950 the Ministry of Education which was concerned with the effectiveness of the teaching in physical education invited two Fulbright Professors from the United States to assist in the formation of in-service training.⁹² The main purpose was to try and train the teachers of the country to be more effective in their teaching and to develop qualities of leadership among the personnel in the field of education.⁹³ These Fulbright personnel were able to set up workshops, and give advice to

many physical education specialists in many regions and provinces throughout their stay in Thailand.⁹⁴ The idea of going out to assist these specialists was quickly adopted by the Department of Physical Education in Bangkok, and since then the specialist teachers in the provinces were able to acquire more assistance from the Department's personnel from time to time. Today in-service training programmes are held in the summer months and attract teachers from all over the country. These specialized training sessions are arranged and financed by the Ministry of Education.

During 1953 three new sections, which included School Sports Section, Public Sports Promotion Section and Tests and Measurement Section, were added to the Department of Physical Education.⁹⁵ The rationale behind the re-organization was to have government officials directly responsible for the promotion of these aspects of sports and physical education in the country. In that same year the Government also granted 6 million baht (\$300,000) for the construction of an indoor gymnasium at the National Stadium for the purpose of interschool and public sports competitions.⁹⁶ It was during this period, too, that the Government came to fully realize that despite all the effort to produce as many physical education teachers as they possibly could, many schools were still without these specialized teachers. The Ministry of Education accordingly

proposed that the Teacher Training Department include physical education into all teachers' training curricula so that every teacher would be able to teach some activities in physical education.⁹⁷

The importance of school physical education could not be over-emphasized among the education administrators in the country. Many ways and means were devised to upgrade the profession and to produce a sufficient number of teachers in this field to service all of the schools. The Department of Physical Education agreed to cooperate with the Faculty of Education of Chulalongkorn University to develop a physical education degree programme by 1959 so as to assist the government in producing more trained personnel.⁹⁸ Dr. Boonsom Martin was appointed as the first head of this programme.⁹⁹ He served in a dual capacity in that he was also the Director of the College of Physical Education.¹⁰⁰

NATIONAL EDUCATION ACT OF 1960

After the 1958 coup de'état, a committee was established to modify the educational scheme, but this committee was later replaced by the National Education Council. The new educational scheme was issued and implemented in 1960. It was the fourth National Education Scheme since the 1932 revolution.

Insofar as physical education was concerned the

Scheme called for curricular changes for all schools at all levels except kindergarten, and a greater emphasis was put on the physical, social, as well as emotional development of the students.¹⁰¹ The objectives of the curriculum for physical education were as follows:

- a. To develop in every child a fine degree of physical and mental health.
- b. To play and work cooperatively with one another, follow all the rules and regulations and to know the other person's rights and to respect them,
- c. To learn to use leisure time properly for the greater benefits to their minds and bodies.
- d. To establish themselves as worthy members of the community; to learn their responsibilities in the prevention and cure of diseases and accidents.¹⁰²

At the kindergarten level there were no systematic programmes of physical education prescribed to them. However, in the process of a day at school simple activities would be given to the students. These activities were for the most part a form of relaxation and fun for the young ones and included such things as singing games, folk games and some simple relays. However, new activities such as imitating animal life and some basic skills of running, throwing, walking, jumping were added to the new curriculum of 1960.¹⁰³

At the lower elementary schools level, which comprised the first four years of education, three hours a week was allotted to health and physical education.¹⁰⁴ This equals the number of hours required in mathematics, elementary sciences and art education. Only the Thai language and social studies were allotted more lesson time.¹⁰⁵ The

schools were allowed the freedom to make their own arrangement and schedule of instruction and may teach one hour of health education and two hours of physical education in a week or vice versa. They were also empowered to further subdivide the hour into half-hour periods. The initiative was left to school administrators and physical education teachers to arrange in the format which they deemed most suitable. The activities taught at the lower elementary level comprised the lower organization games, simple rhythmic activities, calisthenics, lead up games and relay races.

While the lower elementary students were fortunate to have been allowed to maintain three hours per week of health and physical education, the upper elementary school, which is a continuation of the lower elementary school, had been scheduled for only two hours.¹⁰⁶ At this level of study more emphasis was placed on mathematics, Thai language and social studies. English language received three or five hours, while eight or six hours would be devoted to handicraft education. That is, eight hours of handicraft education if there were three hours of English, and it would be reduced to six hours if there were five hours of English.¹⁰⁷ The headmasters or the principals of the schools had the prerogative to schedule the best way they saw fit.

The physical education curriculum for the upper elementary students contained such activities as lead up

games, rhythmic activities, and calisthenics. Some of the track and field activities taught at this level included sprints, relays, broad-jump, high-jump, low hurdling, javelin throw and shot-putting. Students were also introduced for the first time to such sports as basketball, netball, deck-tennis, table-tennis, badminton, and the national game of takraw.¹⁰⁸ Soccer was also being played in many schools by the children at this age. Included in the curriculum are some simple self-testing activities such as a variety of gymnastic rolls, the hand spring, head spring, rope climbing, ladder climbing and swimming. In the earlier Education Acts there were less in the varieties of activities, and many of the activities were also of traditional types, such as; bicycling, low organized group games, tree-climbing, and athletics.¹⁰⁹

At the lower secondary level, which under the National Education Act of 1960 lasts for three years, students must choose to follow either the general subjects channel alone or those which include vocational courses. The general subject students are required to study two hours of health and physical education per week, but only one hour per week of these subjects is required among those in the vocational stream. Rhythmic activities, balancing activities, posture exercise, calisthenics and folk dancing continue to be taught at this level. Apparatus gymnastic activities continue to be included in the curriculum.

Furthermore, highly organized sports which demand skills are emphasized here. Soccer, rugby football, basketball, swimming, badminton and volleyball are all included in the programme as well as track and field activities.

The interschool competitions are given a great deal of emphasis at the secondary level. The Government has also expressed its concern over the lack of facilities and has indicated that it recognizes the need to construct more sports stadiums in the suburbs of Bangkok as well as in the provinces, with a view to encouraging physical education and sports among the student population and the public.¹¹⁰ Insofar as the 1960 curriculum of physical education for both elementary and secondary school students is concerned, attempts have been made to provide the kind of facilities necessary to accommodate the programme of studies. Although facilities could not be improved in all the schools within the country many major facilities have been constructed at the National Stadium. A standard size, 50 meter, swimming pool with a diving area, under construction since 1961, was completed in 1963.¹¹¹ This enabled many students to learn how to swim correctly for the first time in the history of physical education programmes.

Boxing was officially discouraged within the physical education scene for the first time in 1960. Many students who are still interested in this branch of sport have been advised to pursue the activity outside of school hours

within the Amateur Boxing Association of Thailand.¹¹² Other activities which have been prescribed in the curriculum such as rugby football, swimming and apparatus gymnastics have not been developed in many schools within the country owing to a lack of facilities, space, as well as financial support from the Government.

As of 1960 every student was required to pay a fixed annual fee especially earmarked for physical education.¹¹³ This practice had been followed on an intermittent basis since 1917 and the monies had been given over to ". . . the up-keep of the library and . . . sports accounts."¹¹⁴ From 1960 onward the practice became more firmly established and a sum of Baht 10 has been collected from each student at the outset of each academic year. Although these monies were supposed to be divided equally for the up-keep of the school-library and the sports accounts, often times school administrators claimed that the school needed the money for many activities, such as production of a play at the end of school term, and the money had to be further subdivided accordingly.¹¹⁵

Health and physical education is not required beyond the tenth grade or the upper secondary school. The main reason stipulated was to allow students to concentrate on their academic studies in preparation for higher education at the college or university level. Many of the students still pursue their physical activities outside of school.

hours, one aspect of which was organized interscholastic competitions. This was true especially at the college and university levels.

There was reason for optimism relative to the development of physical education in Thailand as a result of the announcement of the National Scheme of Education of 1960. First and foremost was the re-establishment of comprehensive schools in the country with the aid from the Canadian Government. The revival of the comprehensive school was to establish the type of institution whereby students would be able to pursue courses suited to their own aptitudes and inclinations, both general academic as well as vocational education. The details of this have already been dealt with in the early part of this chapter. The comprehensive school project was not included in the 1960 National Scheme because of its experimental nature. But the main purpose of the comprehensive school was to encourage more vocational training as the education system in Thailand has been, in the past, tapped as preparation for white-collar work and vocational training had been relegated to a lower level.¹¹⁷ This new type of school was responsible for the lower secondary level and the first three years of secondary education, which students could use as a termination point.

Among the compulsory subjects to be studied by all students at the comprehensive schools was physical education which had a time allotment of three hours per week compared

with two hours per week required of students of lower secondary level of the other general or vocational institutions. Furthermore, in the second year (M.S.2) students were introduced to academic electives for the first time and physical education was included as an academic elective which required two hours per week of study. In the third and final year (M.S.3) physical education was also included as an academic elective with the same time allotment as for the second year. Thus any student of the second or third year could enroll in physical education as an elective and would gain two hours of instruction over and above the required three hours prescribed for the week. Examinations were also required of the subject.

The rationale behind the offering of the elective subjects so early in the education process was that many students terminated their education at the completion of the lower secondary level (M.S.3) and the elective system served two purposes: firstly, to help strengthen the background of a student who is weak in a skill subject like Thai, English or Mathematics; and secondly, to provide enrichment to help broaden a student's grasp of a subject in which he has a strong interest.¹¹⁸

The other encouraging note during this same period was the active role of the Ministry of Education which had during the year 1960-1961, set up a conference of the Regional Education Development Project including Higher

Education (REDPHE), as has been mentioned earlier in this chapter. This was launched in 1958 to discuss problems regarding education organization in each of the 12 educational regions.¹¹⁹ An educational development centre was opened in every region as a result of the conference. Each centre had two permanent committees: an executive committee and an advisory committee.¹²⁰ The executive committee had as its chairman the Education Inspector whose responsibilities included the carrying out of research on measures to solve problems regarding rural education. This included the improvement of teachers' academic knowledge, improvement of standard of the schools, students' health and all round educational development of the region.

The advisory committee consisted of the governor of every province in the region, the mayors, representatives of the Town Council, and education officers. This committee was responsible for making suggestions regarding educational organization and facilities for educational development.

The establishment of these two committees helped to provide the Ministry of Education with important feed-back which previously it had not been able to obtain or had been obtaining on a limited scale. Matters pertaining to such issues as teachers' training, teachers' welfare (particularly in the remote areas), and curriculum planning were most essential to the development of education in the country. In the case of physical education the issue

concerning curriculum planning was a very sensitive area. The improved communication brought about by the establishment of these committees helped to overcome many of these problems. In the past, owing to the centralization of the administrative work of the Ministry of Education in Thailand, and the absence of the said committees in those 12 educational regions, there was a great lack of coordination between the Ministry and the provinces. Many times new curricula were drawn up by the Ministry which could not be followed by schools in the provinces, either owing to the lack of facilities or personnel. Physical education in the provinces was greatly affected by this lack of awareness on the part of the administrators of the Ministry. Many of the activities included in the curriculum such as; swimming and athletics were even impossible for many schools in Bangkok to follow, let alone the provincial schools. However, with the establishment of these two committees in each of the 12 educational regions, various existing conditions were made known to the Ministry prior to any changes in the curriculum which would affect all schools in the country.

Thus, during the period of 1932-1960 there were four National Education Acts in Thailand. These were passed in 1932, 1936, 1951 and 1960 respectively. After the successful revolution in 1932 the People's Party decided that education would be the best preparation for full democracy for the people of Thailand. From the 1932 National Education

Act, physical education was included as one of the three major areas of studies, and it was retained in all the subsequent Acts. Physical education was introduced into the Thai education system for the first time in 1898 by King Chulalongkorn, who was greatly influenced by what he saw in Europe during his tour in the previous year. The king was also responsible for introducing some Western sports to the country.

However, even though faced with the need to provide adequate schools to accommodate the compulsory primary education legislation of 1921, the Government tried to support physical education programmes in the country as well as it could, after all it is one of the major areas of studies which the Government had included in all of the National Education Acts. Also, owing to the lack of understanding on the people's part, the development of physical education in Thailand has been slow.

SCHOOL SPORTS

School sports in Thailand arose out of physical education programmes which in turn were introduced to the country by King Chulalongkorn in 1898. During this era popular sports such as soccer, boxing, tennis and rugby football were introduced to students of the Royal School. The king also imported three Oxford Blues (rugby football and soccer) in 1900 to join the teaching staff of the Royal

School or King's College. They were Messrs. Philips, Halloway, and Span.¹²¹ The trio were later joined by another Oxford man, a double Blue this time, named Colby who later was regarded as Father of Association Football in Thailand.¹²² As time passed these sporting activities were made accessible to the general public and were played on the Pramane Ground.¹²³ Later, some of these sports were introduced into secondary schools such as Suan Kularb, Ban Somdech, Wat Kaeo Fah Lang and Wat Benchamaborpitr which had been set up by King Vajiravudh for sons of Government officials. These schools also had a nominal charge for the upkeep of the sports programmes.¹²⁴

Other sports such as jiu-jitsu or judo and gymnastics were introduced by aristocrats or members of the royal family who had been sent abroad to study. These activities were first introduced to the students of the above-mentioned schools. There was no doubt but that the activities jiu-jitsu and gymnastics, caught the imagination of the young students as related in the annual report on the work of the Ministry of Education in 1917.

Instruction in the Science and Art of jiu-jitsu has been introduced during this year and under the encouragement and superintendence of a very capable amateur has become very popular. It has taken firm root in eight schools. There can be no question that jiu-jitsu has a very marked educational as well as practical value to Siam. It teaches the boys to control their tempers and to take defeat when it is unavoidable in a sportsmanlike and philosophic way. Siamese boys in general being light and quick do remarkably well at the game as in gymnastics

generally and are a credit to their professor, His Serene Highness Mom Chao Vipulya, to whom the Department is particularly indebted for his initiative and contagious enthusiasm In December every year there is a competition in jiu-jitsu and gymnastics. His Excellency Chao Phya Vongsa Nupbrabadh has given a cup for gymnastics to be won by the school whose team of 6 scores most points; the cup to become the absolute property of any school winning it three times There are in addition cups presented for competition at the Annual Sports.¹²⁵

Jiu-jitsu and gymnastics were also included into the physical training programmes but only a few schools were able to give instructions owing to a lack of facilities and instructors. During the early stages of the development of sport and physical education in the country the Ministry of Education was also given jurisdiction over all inter-schools contests. Initially only a few schools were able to take part in such events primarily due to insufficient funding, as a result the popularization of these sports was slow.¹²⁶

In order to promote sports among the student body the physical education teachers' training programmes were expanded in 1919 thereby ensuring that sports would be taught in the rurals as well as in the cities.¹²⁷ New activities courses were added to the training programmes. Also in 1918 His Excellency Mom Chao Vibul Swasdiwong, who had arrived from England where he had completed his studies, introduced judo and fencing to students at the training school.¹²⁸ He was outstanding in both these activities and personally saw to it that they were added to the training

programmes.

Sports did receive substantial promotion from the educational leaders during the early development, but the main impetus seemed to come from either the king personally or from members of the royal families or aristocrats. The government began playing a significant role as early as 1933, a year after the country's first revolution, when it established a Department of Physical Education within the Ministry of Education.¹²⁹ Interscholastic programmes among the students of Bangkok and Thonburi were also under the department's responsibility.¹³⁰ Since most schools had neither their own gymnasium nor a suitable playing field, the department assisted them in providing playing facilities at the National Stadium. The interscholastic programmes, which began in 1934, provided opportunities for all year round competitions in many sports notable among them soccer, basketball, volleyball, badminton, boxing, judo, track and field activities. Every November a track and field day is held for all schools in Bangkok and Thonburi at the National Stadium. It has become the biggest sports event of the year for students and one in which the king of Thailand has traditionally presided over on the opening day.¹³¹

In order to involve even the junior grades of the secondary schools and to ensure a fair contest, the department divided all competitions either into junior and senior classes or into age groups: 10-12 years, 12-14 years,

14-16 years, 16-18 years, and 18-20 years. The age group is specifically applied to the track and field events. Rules and regulations for the interscholastic competitions appeared for the first time in 1937 to ensure fairness to all students and to all schools.¹³² The number of schools and students involved in the interscholastic competitions increased and by 1938 some of the schools from other provinces such as Chachoengsao, Ayudhya, Lopburi and Supunburi, had joined those of Bangkok and Thonburi.¹³³

The year 1941 marked the first occasion on which the annual schools track and field competitions were held on standardized grounds. Prior to this it was held on plain playing fields. Accordingly, the old records were put aside and new standardized records were kept.¹³⁴

Thus, only schools which were either close to metropolitan Bangkok or which could afford financially sent their students to compete in the capital city otherwise many of the provincial schools were left to organize their own interscholastic sports competition. In 1940 the Ministry of Education, acting through the Department of Physical Education, began to subsidize all of the provincial schools with funds and facilities in order to promote sports and physical education in all education institutions in Thailand.¹³⁵

The interscholastic sports competitions throughout

the country came to a halt in 1944 and 1945 owing to the situation within the country during World War II.¹³⁶ On the 9th December, 1941, one regiment of Japanese Armed Forces marched into the National Stadium and requested its use as shelter during the Japanese occupation in Thailand. Personnel of the Department of Physical Education had 30 minutes within which to move out. Needless to say, when the Department finally moved back to the National Stadium toward the end of 1945 it found the destruction of many valuable facilities and documents.¹³⁷

In 1945, the Department decided that in order to promote sports participation among students and the general public it was necessary to allow the public to become more involved with the responsibilities of arranging and promoting sports.¹³⁸ Accordingly, the existing sports association such as the Associated Football Association, and Rugby Football Association were charged with the responsibility of organizing schools competitions as well as clubs competitions. For its part, the Department would be responsible for all other sports which had no supporting bodies and to coordinate with all the sports associations for the use of facilities. This programme was able to get underway immediately in 1945 with assistance from both of the associations which had been mentioned. Thus, as soon as peace came to the country the Department set forth to organize and promote sports to be played in the country once again. More

money from the annual budget was set aside to assist the provinces financially as well as technically so that they might have their own playing fields.¹³⁹ Some provinces drew upon their own financial resources and through fund raising campaigns were able to construct a standard size stadium with a basic 400 meter track, a soccer field and minimal seating.

As far as girls' interscholastic sports competitions were concerned few activities had ever been organized for them. In many schools physical education classes provide girls with their only opportunity for physical activities.¹⁴⁰ Not all schools uniformly provided a regular programme but most did. The other major activity scheduled for girls was the annual track and field competitions. Besides these there were occasional competitions held in netball, basketball and volleyball. But overall sports competitions among the girls only began its rise in the late 1950's owing to the fact that they were reluctant to take new culture and customs from the west and to enjoy the same freedoms as the men did.¹⁴¹ There was one activity which has been very popular among the female students population in the country since 1922. This was the Junior Red Cross Programme. Thus, in the past the physical education periods were often devoted to these activities whereby the girls trained in some humanitarian services to be of help to the country when called upon.

School sports have developed extensively in Thailand since 1898 and there are several factors which contributed to this success. The steady encouragement from the government in the forms of funds and facilities inspired the gradual increase in quantity and quality of performance. Greater assistance from the government is still sought in order to bring the general standard of school sport to greater respectability. The genuine interest in sports demonstrated by the previous and present Thai rulers is another influencing factor in the development of school sports. The mechanization of sports in Thailand started from royalty and aristocrats and was passed down to the laymen. The coverage afforded to school sports by the many newspapers in Bangkok helped to raise the popularity of sports among the student population.

The industrial and economic growth in Thailand in the 1950's caused some changes in the way of life of many of the Thai people -- the process of urbanization was developing at a steady rate, accessibility to the rural areas was improving owing to the progress in technology and communication. The main cause responsible for the industrial and economic boom in the country at this time was the Korea War in 1952-1953.¹⁴³ It resulted in a great increase in the demand for Thai products in the foreign market, particularly rice, rubber and tin. Economic development

industrialization, and technological advances also brought changes in patterns of leisure and recreation for many people, especially in the urban areas. The details will be discussed in Chapter V.

The rise of the military after the 1957 bloodless revolution staged by General Sarit Dhanarat, and the political development in the country in the 1950's to mid 1960's saw a great deal of promotion in the country by the military governments.¹⁴⁴ For instance, in 1951 the Thai team participated in an international competition for the first time at the First Asian Games held in New Delhi. The following year a team was sent to the Olympic Games in Helsinki. In 1959 Thailand was host of the First South East Asian Peninsular Games held in Bangkok. During the said period, many new amateur sports associations came into existence. Furthermore, a government-control Sports Promotion Organization of Thailand was established in 1964 with the primary objective of promoting sports throughout the country. Once again the details of these developments will be discussed in the following chapters. Finally, the Westernization of the country has also increased the degree of sports involvement among the students of Bangkok in both primary and secondary schools.¹⁴⁵

UNIVERSITY SPORTS

While there has been little emphasis on physical education at this level, sport was promoted widely at the College and University level. Consequently, a sports club structure exists in all institutes of higher learning. The sports club was under the direction of the Students' Union Association whose executive members were all students. They had the power to direct the funds to all the sporting units appropriately be in soccer, rugby football, badminton or takraw. The funds necessary for the operating of sports programmes derive from the annual fees charged to all students.

The first official intercollegiate sports competition organized by the Department of Physical Education came in 1945.¹⁴⁶ Basketball, track and field were the two main events in the first competition. But prior to that, in 1943 students of five universities organized a series of rugby football competitions for a trophy put up by the Department of Physical Education.¹⁴⁷ The teams were Chulalongkorn University, Thammasat University, Kasetsart University, the Medical Sciences University, and the Naval Academy. On this occasion it was jointly won by Chulalongkorn and the Naval Academy who finished with the score tied 3-3 in the final. Since this date rugby football and soccer have received great interests among university students. One note of interest about the sports development in the

universities took place during the Second World War when a rugby football match between the Thammasat University XV and the Prisoners-of-War XV was arranged at the Thammasat University under the supervision of the Japanese troops.¹⁴⁸ There was no record of the outcome of that match.

University sports have developed rapidly since 1943. New sports have been added to the original activities and a friendly rivalry has been developed especially between Chulalongkorn and Thammasat Universities. An annual soccer match held in mid-December between these two universities draws large crowds, and is graced by the presence of the king and members of his royal family. One major feature of university sports is that it has never failed to produce outstanding athletes for the national teams in various sports such as soccer, rugby football, basketball, volleyball and table tennis.

DEPARTMENT OF PHYSICAL EDUCATION

With the inclusion of physical education in the National Education Act of 1932 the Department of Physical Education was established under the Ministry of Education in 1933.¹⁵⁰ At a very early stage the Department was responsible for drafting a physical education syllabus for students in all elementary and secondary schools to follow. Furthermore, the rules of sports and games were to be translated, interpreted and published along with the instructions on how to play games. One other important

function of the department was to promote sports which could be played by the general public. This marked the first occasion that a government agency was set up to be responsible for public sports.¹⁵¹

In 1934 Navy Captain Luang Suphachalasai was appointed as the first Director General of the Department of Physical Education. During his administration he played one of the most significant roles in the development of sports and physical education in Thailand and came to be known as the "Father of modern physical education of Thailand".¹⁵² Later he was named the Deputy Minister of Education. He believed that sports and physical education had much educational value to offer to students, as he stated:

In ancient times every grown up man of the Thai race was a warrior who took up arms and laid down his life for the safety and independence of the nation. The art of physical culture and training and the science of fighting were imparted to every youth along with instructions in the three R's. . . . A country or a nation, to be independent or progressive, needs not only brains (mental and moral education) but also a good physique (the advancement of national health and physical culture). In its own way, and in line with the changing times, the Thai nation has always maintained its healthy physique and efficiency, and today, with new life implanted in the nation by the establishment of a democratic form of government, Siam has become fully cognizant of the importance of physical culture in her progressive march to modern statehood. With renewed energy, modern Siam is utilizing up-to-date standards and methods of physical culture and athletic activities with a view to achieving the best possible benefit for the nation. . . . Siam has been one of the few oriental countries which has been able to absorb and adopt Western methods and her educational institutions without conflicting with her own ancient civilization and culture.¹⁵³

Thus, the trend was to regard sports and physical education as of definite mechanism that aided in the development of a national spirit and character.

Luang Suphachalasai's task was to improve physical education at all levels and to plan for the development of physical education training schools from which trained teachers could be sent throughout the country to take responsibility for developing programmes in the schools as well as in the Thai Armed Forces. The objective coincided with the rise of the military in the country at the time, and the emphasis on the development of physical education seemed complimentary to the government's need. -- fitness among the Armed Forces personnel. In 1934 there was only one training school, which was known as "Central School of Physical Education." The number of graduates was not sufficient to meet the demands for qualified people and there was great need for many more physical education teachers.

The plan to develop and expand new physical education training as well as acquiring a new building for the Department of Physical Education was well-supported by the government in 1936 as the Representative Assembly allocated a government fund to the Ministry of Education for their construction.¹⁵⁴ Both buildings were completed in 1938 and the Department was housed for the first time at the National Stadium, also known as "Suphachalasai Stadium." The inauguration was held on May 4, 1942 to commemorate the

contribution of Luang Suphachalasai to the development of sports and physical education in Thailand.

With the completion of the National Stadium in 1938 the annual school track and field competition was held in this national arena for the first time in the same year.¹⁵⁵ King Anandhamahidol, Rama VIII, personally inaugurated the annual schools athletics event. Since then all school sports competitions have taken place at the National Stadium. It has become the centre of all interscholastic competitions.

The Department of Physical Education had six divisions whose chiefs were directly responsible to the Director General. They are; Office of the Secretary to the Department, Physical Education Promotion Division, Sports Division, Boy Scouts Division, Junior Red Cross Division, and Stadium Division.¹⁵⁶

Besides being responsible for curriculum construction, schools and public sports, the Department began to operate sporting facilities as the Government completed and handed them over. As recently as 1966 the Department had such facilities as: the National Stadium and two smaller stadiums, 3 gymnasiums, one Olympic pool and diving pool, a shooting range, and a velodrome for bicycle racing, under its responsibility.¹⁵⁷ Furthermore, the Department also supervised, controlled, and gave advice and direction to all schools in matters relating to Boy Scouting and the Junior Red Cross.

COLLEGE OF PHYSICAL EDUCATION

Owing to the great support and promotion given to sports and physical education by King Chulalongkorn, the Ministry of Education (then Ministry of Public Instruction) established an institution in 1909 called "Physical Training Association" with a view to giving teachers advice on physical education.¹⁵⁸ But the first physical education teachers' training school in the country was set up in 1913. It was known as the Central School of Physical Education."¹⁵⁹ The school was located in a temple, Wat Rajburana, and its founder and first director was Luang Chatapolsin.¹⁶⁰ The main objective of the institution was to train teachers in physical education who in turn would be responsible for the physical and mental development of school students. It was generally believed among education leaders that physical well-being could be obtained through participation in sports and physical education, mental well-being and sportsmanship could also be obtained and learnt through physical education programmes.¹⁶¹

In the early days of the Central School of Physical Education, there were only two activity courses: gymnastics and Thai boxing, which the trainees had to follow. There were no academic courses at all. Later, two other activities jiu-jitsu or judo and international boxing, were added to the programme. In the early stages of its development, the training programme was continually changing with the

addition of new activity courses. As any one sport in the country became popular it was added to the training programme at the College. This was done in order to assist in the popularization of sports in the country.

Activities added to the training programme were not confined to sports only. In 1918 when King Vajiravudh returned to Thailand from his studies in England he initiated a new youth movement in the form of the Boy Scouts.¹⁶² Through the great influence of the movement at the time, the subject of scouting was included in the physical education teachers' training programmes. It was thought that physical activities such as camping, games, hiking, which were practiced among the scouts were applicable to physical education trainees too because of the similar objectivities.

Most physical education trainees during the early period were general education teachers whose main objective was to improve their teaching qualifications. The more qualifications one had, the higher the salary one received. The National Teachers' Association also encouraged the teachers and students to take advantage of the opportunity for additional education but only a few did. As physical education was not popular among the general public the objectives were not understood at this early stage of development. Many looked upon it as being a course of study which would not necessarily increase the teachers' salary nor enhance his position with job opportunities.¹⁶³ However,

while the progress with the general public might have been slow, among educational administrators physical education was held in high esteem. In order to make the general public aware of the place of physical education in education, a committee was set up called the "Ministry of Education Organizing Committee of Annual School Sports."¹⁶⁴ The objectives of this organizing body were to promote and be responsible for sports competitions among teachers and students of the country. At the same time it was to demonstrate the importance of physical education in the educational atmosphere to the general public to win their approval and thus to speed its development.

With the arrival of the National Education Scheme of 1932 and the appointment of Navy Captain Luang Suphachalasai as the Director General of the Department of Physical Education in 1934, the Central School of Physical Education was transferred from the Ministry of Education's jurisdiction to that of the Department. The move was designed so concentrated efforts to produce more physical education teachers would be the direct responsibility of the Department. The country was in need of these specialized teachers, as the statistics showed in 1934 there were only 57 teachers graduated from the Central School of Physical Education.¹⁶⁵ The Thai Armed Forces also expressed the need for qualified physical education instructors to assist them in setting up fitness programmes.¹⁶⁶

One must bear in mind the world wide economic slump especially in Southeast Asia in the 1930's. The national awareness of these crises such as the depression and the two world wars promoted physical education in many countries in the world. In 1933 Jesse F. Williams of Boston, U.S.A., wrote in his article "Physical Education and the Depression":

Now I suppose the thesis that physical education has a responsibility for promoting morale. . . . During the war, physical education was called upon again and again to perform this vital service I merely state that we can contribute to an improved morale which is nothing more than the morale individual men and women. . . . Anything more than a superficial examination of physical activities leads at once to the conviction that here are powerful weapons in the construction of social attitude.¹⁶⁷

Whatever the motives might be for other countries, in Thailand the development of physical education came through the educational system as stated by the Government when it came to power in 1932 and decided that education would be the best preparation for full democracy for the people.

With the country in need of more physical education teachers the Government, through the educational system as stated by the Government when it came to power in 1932 and decided that education would be the best preparation for full democracy for the people.

With the country in need of more physical education teachers the Government, through the Representative Assembly, in 1936 allocated funds for the construction of a new physical education training school. The new training

school was also known as "Central School of Physical Education." The first principal of the school was Mr. Naga Thephasadin Na Ayudthya who was renowned for his skills in sword and pole-fighting. He remained with the Department in various capacities for 24 years.¹⁶⁸ Under his direction revisions and addition of courses were made to the training curriculum to include more courses in both theory and practical areas. There were two main streams: compulsory and non-compulsory. The compulsory units consisted of moral, instruction, method of teaching, scouting, hygiene, first-aid, calisthenics, games, track and field. The games section was further subdivided into two groups of activities, for men and women. The women's games comprised netball and volley ball, while the men's were basketball, soccer and takraw. The non-compulsory units consisted of 4 activities:

Thai boxing and international style boxing.

Sword and pole fights.

Gymnastics, and

Jiu-jitsu or Judo.

Students who passed all the compulsory subjects were awarded with third-class diplomas in physical education. Any students who passed two of the four non-compulsory activities or all four non-compulsory activities were awarded second and first-class diplomas respectively.¹⁶⁹

With the completion of a new physical education training school building at the Department of Physical

Education's premises in 1938, the training school was moved from the original site to the new place and has remained there since. The only occasion that the training school had to move out of the premises was during the Japanese occupation of the Department's building. The interruption lasted from 1941 to 1945. But the inconvenience did not interrupt the training programmes. The training school was moved into one of the temple schools, Wat Borvoranives Secondary School, and remained there till peace came to the country once more in 1945.

In 1950 the administrators of the Central School of Physical Education with personnel of the Department of Physical Education agreed to modify the training programme in order to modernize the general education curricula.¹⁷⁰ The duration for the training was extended to 5 years and only men would be accepted into the programme. There was no reason given for the latter move. It was decided that the school would be run on a boarding dormitory basis in order to facilitate the new policy of accepting at least 2 high school graduates from each province into the training programme.¹⁷¹ The government had envisioned that in order to develop sports and physical education throughout the country it was necessary to have these specialized teachers in every province. As a result, two students from each province were chosen by government provincial officers, and their expenses were subsidized by the Government conditional to their return to teach in their own respective provinces.

The new training school was called, "Physical Education Teachers' Training School."

The new curriculum for the training which came out in 1950 included the following courses:¹⁷²

1. Education and Social Science
2. English Language
3. Thai Language
4. Supplementary subjects;
 - a) Health Education
 - b) Personal Hygiene
 - c) Anatomy
 - d) Physiology
 - e) Kinesiology
 - f) Biology
 - g) Psychology
5. Physical Education Subjects, Thai and Modern Sports;

a) Rugby	h) Judo
b) Soccer	i) Tennis
c) Basketball	j) Badminton
d) Volleyball	k) Takraw
e) Swimming	l) Table Tennis
f) Fencing	m) Sword and Pole
g) Boxing	Fighting

The new training curriculum proved to be a stumbling block for many students as they failed to meet the required standard previously set by the School. This was due to the

fact that all the provinces had their own methods of choosing their students, and some of the better students were not sent for this needed training.¹⁷³ Accordingly, new regulations for admission were established in 1954 in an effort to assemble a better qualified group of students. One of the new regulations required all prospective students to do written and practical examinations which were administered by the Department of Physical Education. After these examinations only the top students were selected for admission. The same bond still applied to all provincial students, they must return to teach at their provinces after graduation. The school year of 1954 marked the first time that girls were accepted into a special training programme at this School. It was a special one-year-programme whereby the girls were granted third class diplomas upon completion of the training.

In 1954 the Ministry of Education was determined to extend the teachers' training programmes. Consequently, a Teacher Training Department was established to be solely responsible in this aspect of education in the country.¹⁷⁴ Prior to this the training of teachers were carried out by the Department of Secondary Education, the Department of Vocational Education and the Department of Physical Education. There was a lack of coordination among these three departments and as a result, the new department was established. Thus, the Physical Education Training School came under the

responsibility of the new Department of Teacher Training.

With the cessation of the training programmes of the Physical Education Training School, the Department of Physical Education requested a new teachers' training programme which was granted by the Ministry of Education as the buildings and facilities which had been vacated by the students of Physical Education Teachers' Training School were not being used at all. On January 1st, 1955, the College of Physical Education was established under the direction of Dr. Boonsom Martin, a practicing physician.¹⁷⁵ The new curriculum called for two types of programmes. The first programme called for 4 years training for all admitted students who had graduated from grade 10, while the second programme required 2 years training for all admitted pre-university graduates, or grade 12. At the end of their training programmes a high diploma in physical education was awarded.

In the meantime the Department of Teacher Training was not prepared to be responsible for this specialized training, and requested that the Department of Physical Education take over, which it did.¹⁷⁶ By 1958 the lack of physical education teachers was still evident. Many of the graduates taught in secondary schools which resulted in a great shortage of these teachers in the elementary schools.

Accordingly, the Department of Physical Education

decided there was a need for a Physical Education School to train elementary school physical education and health teachers.¹⁷⁷ Prior to this time physical education trainees were basically trained to teach at the upper elementary and secondary levels. As a result of this need, the Palanamai School (Health and Physical Education Teachers' Training School) was created.¹⁷⁸ Graduated students from grade 10 were admitted to this programme. Consequently, with the creation of the Palanamai School, the first programme at the College of Physical Education was abolished. Together the two schools, Palanamai and the College of Physical Education, offered a four year course of study, two years at each institution, aimed at educating the students in modern physical education theory and practice. The curriculum included associated or cognate subjects as well as those in physical education in order that the students might receive a well-rounded educational background. Upon completion of the requirement for graduation, the students of Palanamai School received a teaching certificate in physical education. Those who completed the work at the College of Physical Education received a certificate in advanced physical education.

With these two institutions the numbers of graduates began to increase rapidly. The first group of graduates from Palanamai School in 1959 numbered 268, 195 men and 73 women, as well as 139 graduates from the College of Physical

Education, 117 men and 22 women. This amounted to 407 in total number. The increase was more than 400 per cent when compared with the 85 graduates of the previous year from the College of Physical Education.¹⁷⁹ Of 85 graduates, there were 73 men and 12 women.

However, this increase was shortlived. The number of graduates from both these institutions began to decline in 1960 as there were fewer students enrolling into the programmes. This may have been due to the fact that in 1959 Chulalongkorn University began to offer a four year programme leading to a degree of Bachelor of Education with a major in physical education. The recognition awarded at the end of the training could have influenced students to try for a place at this institution, drawing them away from both the College of Physical Education and Palanamai School. Furthermore, being a university graduate, a person was more likely to get a placement for a job much quicker than a college graduate, who, in turn, would be regarded as having received vocational training and not much in the way of academic education. The people's value of education had not changed very much and they still preferred general and academic education to other types of training.¹⁸⁰ All in all, it came to the matter of status and prestige in which case the University seemed to be on a higher level.

The decline in enrollment at the College of Physical Education and Palanamai School caused the administrators to

revise their programmes once more as the type of training at both these institutions, which shared the premises at the National Stadium, were very much the same, except for a few academic courses. Plans were made to upgrade the College of Physical Education to a four year training institution with the granting of a degree of Bachelor of Physical Education. In order to clear the way for this eventuality, the Palanamai School was abolished in 1967. Only the College of Physical Education remained. All new students had to complete their secondary education, grade 12, had to successfully pass the written and skill examination set by the Department of Physical Education, the same procedure as in the past. However, there were two routes that students were able to choose: elementary and secondary teachers' training. At the end of the second year students who wished to teach in elementary school could terminate their training, otherwise they continued to the end of the four years and qualified as secondary teachers.

The physical education training schools have been responsible for many contributions to the total welfare of all the Thai students. With continued and greater support from both the Government and the general public, and with greater interest from the schools and higher institutions' administrators the development of both sports and physical education will become even more evident.

FOREIGN INFLUENCES

Foreign influences in the area of sports and physical education in Thailand go back to the era when King Chulalongkorn was on the throne. There were many foreigners of different capacities in the country. Some were diplomats, some were businessmen while some were teachers who had been appointed by the king to teach the royal children at the Royal School. These foreigners brought with them many of the national sports and pastimes such as soccer and tennis, which they played among themselves whenever opportunities arose.¹⁸¹ The play usually took place on the Pramane Ground, just outside the Royal Palace. All types of activities, both Western and traditional sports, were played on this ground as it was the only playground in the city that was not flooded during the rainy season.¹⁸² Thus, Pramane Ground was a sports centre at the turn of the century as observed by Phya Gadadharabodi:

All kinds of games were played on the Pramane Ground. And the king, on his way in and out of the Royal Palace must have been surprised at the energy shown by the savage farangs (Westerners) of that time. . . . A sidelight on the games played on the Pramane Ground might be mentioned. When the king or some important personage appeared anywhere near the scene, the Royal Palace guard would blow his whistle shrilly and all had to cease playing with everybody standing at attention. All this was very nice and loyal, but if you happen to be on the verge of shooting a goal at football, or about to sink a putt on which your shirt depended, things were not so funny at all, and you probably had black thoughts about the palace guards.¹⁸³

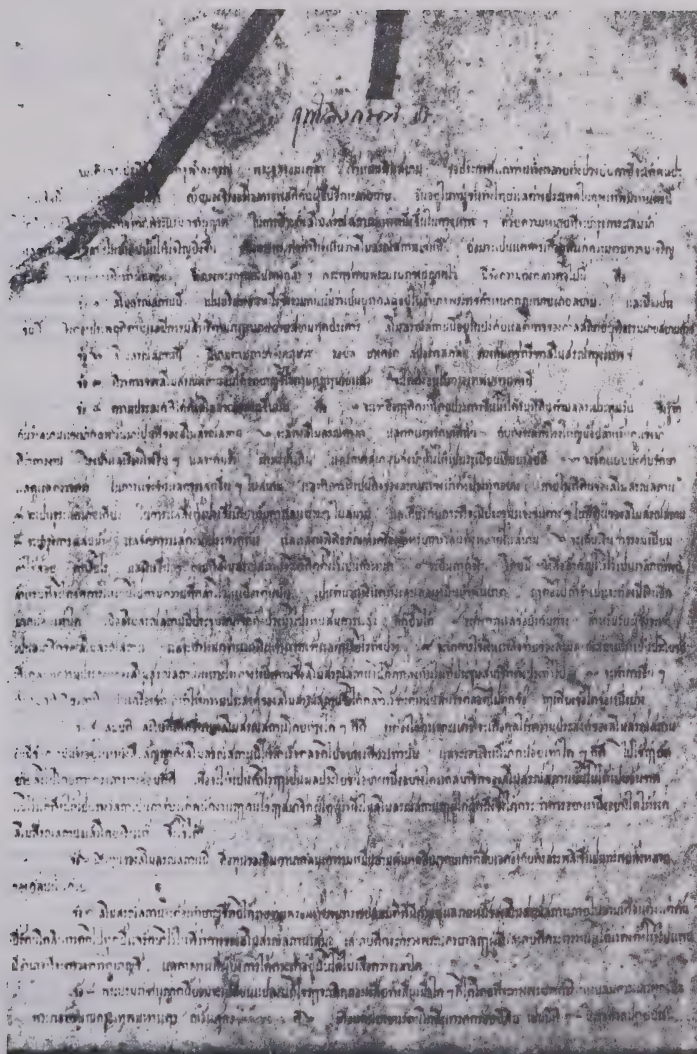
But the king too must have observed the way in which these Westerners were actively engaged in the sporting activities,

as he expressed the belief that games and sportsmanship, with its give and take and esprit de corps, was something the Thais, both rich and poor, could well learn.¹⁸⁴

But these foreigners wished to play more sports and to have a sports field of their own. Accordingly, in 1890 an Englishman by the name of Franklin Hurst addressed a letter to Krom Luang Thewawong Voraprakarn, Minister of Foreign Affairs, seeking permission to establish a race track and a sports field in Bangkok.¹⁸⁵ This permission was granted by King Chulalongkorn. The name Royal Bangkok Sports Club appeared in 1901 when the lease on the grounds was renewed for the next 50 years. The Club was headed by a Russian named A.E. Oroloffsky who was granted the Royal Charter to rent the land for horse racing and sports promotion.¹⁸⁶ The Club has been in existence ever since. Competitions in various sports between the Club and the local teams have fostered good relationship between the groups, and many developments in sports have been observed.¹⁸⁷

However, the establishment of the Royal Bangkok Sports Club was seen differently by Phya Gadadharabodi who recounted it candidly on the diamond jubilee celebration on September 6, 1961. He observed:

As I have already mentioned, the Royal ladies were keen on bicycling. These fair penny farthingers somehow objected to the smell of milk and butter of the farangs, (Westerners) so His Majesty had to do something drastic about such a serious matter. . . . So he selected a plot of land of over two hundred rais in the then fashionable but distant district of Srapathum and presented it to the establishment of a



The Royal Charter

FIGURE 6 The Royal Charter in Thai

Translation of Royal Charter

Chulalongkorn R.

Somdej Phra Paramintara Maha Chulalongkorn Phra Chula Chom Klao, the King of Siam, wishes to make known to all those who see this charter that Monsieur Orolfsky and many others among the Thai and foreign residents in the Capital City of Bangkok have submitted a request for Royal approval for the establishment of a Club in Bangkok for the purpose of improving the standard of horse breeding and various other field sports. His Majesty's Royal opinion being that such a Club would also help towards promoting the prosperity and enhancing the beauty of Bangkok, Royal approval is hereby graciously given subject to the following conditions:—

1. This Club shall be set up as an assemblage which shall be considered collectively as a person subject to jurisdiction under the Siamese law and for this reason shall behave accordingly and be granted all privileges and rights according to the Siamese laws existing. Also it will be under the control and jurisdiction of the Court of Justice of Siam.

2. The English name of this Club shall be The Royal Bangkok Sports Club and the corresponding Thai name Raj Kreeha Samosorn Krungdheh.

3. The Office of the Club which has been legally registered will be situated in Bangkok.

4. The aims in setting up the Club are:— 1. By taking a lease or by any other means to obtain the piece of land in Tanbol Sra Prathumvan which is known as The Royal Racing Course which shall be the site of the Club. 2. To build a club house; to have it decorated and to maintain it, to build large and small stands for the public to attend race meetings, to establish offices, stables and other quarters including fences and drainage and keep the race course in good order. 3. To lay down rules for the control of racing and other kinds of field sports and to undertake all necessary business arrangements in connection with racing within the land belonging to the Club. 4. To take sole responsibility for the maintenance of all things used for sports both on the Club's playing fields and for other meetings and competitions held within the confines of the Club premises. 5. To improve the breeding of horses, hold horse shows and set up a museum for the display of equipment used in these sports. 6. To charge fees, recover expenses, to accept subscriptions and other sundry monies as the Club will see fit and determine accordingly. 7. To obtain a loan of Baht one hundred and twenty five thousand, to give a guarantee in writing for the loan, which is to be used to carry out all the work mentioned above and if later more money is required the Club may obtain further loans subject to the approval of the Members at a general meeting. 8. To lay down rules and regulations for persons wishing to apply to join the Club and to determine the entrance fee and the amount of subscriptions. 9. To arrange for the spending of the money remaining after the payment of all expenditures in a manner beneficial to the Club and in accordance with its aims and again subject to the approval of Members at a general meeting. 10. To perform all other work in accordance with the Club's aim above mentioned, including work which will lead to the successful accomplishment of these aims either wholly or partly.

5. The money and properties accruing to the Club must be used only to help in the accomplishment of the aims of the Club which are clearly stated in the agreement for its establishment. The money, in any amount, must not be used or transferred directly or indirectly for the profit of Members, except the money which is to be paid as wages or rewards to officials or servants, Club members or other persons who have performed genuine service to the Club.

6. The assets of the Club will consist of the assets of the old Gymkhana Club totalling Thirteen thousand and sixty seven Baht and fifty one Attas together with all the properties of the said Club.

7. The Club must keep account of its income and expenses and also of the existing properties and of money owed to and by the Club. The accounts must be ready for inspection within three months of the beginning of the Ratanakosin Year and must always be kept at the office of the Club. The Phra Nakornbal Minister or an official appointed by him will have the power to inspect the accounts and also the work being done by the Club executives at any time.

8. This Royal approval may be changed or revoked at any time as His Majesty deems appropriate. This Royal approval is given at Krungdheh Phra Mahanakorn on Friday, September 6, Ratanakosin Year 120, being the 34th year of the present reign.

FIGURE 7 Translation of the Royal Charter

Sports Club. A Royal Charter was drawn up and promptly signed by His Majesty. In this way the Royal Bangkok Sports Club was born, legally and authoritatively, and the smell of milk and butter was forever banished from the Pramane Ground.¹⁸⁸

Through the Sports Club many sports have developed in the country. Horse racing was introduced to Thailand by this Club. Other activities brought forth were squash, tennis, rugby, soccer, and swimming. Today the Club offers diverse sports to enthusiasts as it had been King Chulalongkorn's original intention. Thus, from these Western influences modern sports were directed to the local population.

Concern for physical education came to the fore in 1898 through King Chulalongkorn's initial introduction during his State visit to Europe in 1897. Since then games and sports and other physical activities have constituted physical education classes. However, the direct influence that physical education received came in 1950 when the curriculum revision in physical education training was made. The United States of America through its American Specialist Programme of the United States Department of State offered the services of Professor Ralph Johnson, a specialist in physical education, and Professor Charles Merrill, a health education specialist.¹⁸⁹ These two specialists assisted the curriculum committee to revise and modify the training programmes at the training school. When these two specialists returned to the United States, two more were

sent to Thailand. They were Professor Joseph Rodriguez and Professor Harold Wells.¹⁹⁰ These two men continued with the work of their predecessors and at the same time studied ways and means of developing an increasingly better programme for the future development of physical education in Thailand.

Assistance came from Germany as well, when in 1954 the Government of that country sent Mr. A. Richards to help teaching Tests and Measurement in Physical Education to the students of the Physical Education Teachers' Training School.¹⁹¹

The Training School was further influenced by the West when Professor Charles Dailey of Oregon State University was sent to Thailand in 1957 as the first Fulbright lecturer in physical education.¹⁹² At this time the training curriculum was further revised and more physical activities were included into the programme. He personally taught basic skills of some "American Sports" such as basketball and boxing.¹⁹³ Professor Dailey also served as advisor to the Thailand Olympic Committee during his two years stay in this country (1957-1959). At the Third Asian Games held in 1958 in Tokyo, Japan, Professor Dailey coached the Thai national basketball and boxing teams.

Mr. Domingo Los Banos, a secondary school teacher and coach from the Island of Oahu, Hawaii, was the second Fulbright Professor to come to Thailand under the physical education development programme.¹⁹⁴ He worked at the

institutional level with physical education teacher trainees for two years. During that time he coached as well as lectured in some courses at the training school. When he left in 1960 these men followed him to the task:

1961 Professor Roy Van Ness from Trenton State College, New Jersey.

1962 Professor Paul Adams from Baldwin-Wallace College, Ohio.

1963 Professor Wesley Ruff from Stanford University, Palo Alto, California.

1964 Professor Roman Gingerich from Goshen College, Goshen, Indiana.

1965 Professor Norman Martinson from Oregon State University, Corvallis, Oregon.

1966 Professor Charles Heilman from Drake University, Des Moines, Iowa.¹⁹⁵

There was no doubt that these men, who had come to assist the Thai Government in the drive to develop sports and physical education in Thailand, had great impact and did much to advance and upgrade these activities. They worked in different capacities, some worked at the national departmental level while others worked at the institutional level, but all had enriched sports and physical education in the country.

Another group of young men and women who had taken their parts in the development of this branch of education

were the Peace Corps volunteers. The programme began in 1962 when these young volunteers were sent from the United States to help teach physical education in various provinces at various levels of institutions.¹⁹⁶ Those sent out to the provinces usually taught physical education to student teachers. Some helped to conduct sports clinics for young enthusiasts and potential athletes.

Those volunteers who were assigned to Bangkok usually found themselves either teaching students in the physical education training schools or helping train athletes. Some had the initiative to assist some sports associations either in coaching or organizing competitions. Some trained with athletes of the national teams in sports and track and field.

Finally, there were the missionary groups who have been working among the Thai people for a very long time. Some groups have started their own private schools for the local people all over the country. Among the finest ones are Assumption College, of the Roman Catholics; Bangkok Christian College, Wattana Wittaya Academy, Dara Wittaya Academy, of the American Presbyterian Mission.¹⁹⁷ In the study done by Indrapana, it was found that the students of these Westernized institutions were more athletic and sports-inclined than those of their peers in the Thai traditional schools.¹⁹⁸ This was due to the fact that the progressive educational system emphasized more sports

involvement among the students, and the physical education programmes in the Westernized schools were organized to a much higher degree for all of the students. Also during this phase of education students were introduced to a greater variety of highly organized sports.¹⁹⁹ All these stemmed from the fact that these students had more contact with people who had a more competitive sports orientation.

It is evident that the Westerners had been one of the major influences in the development of sports and physical education in Thailand. The fact that they were in Thailand, a strange country for them, did not dampen their enthusiasm to be actively involved in sports as they had in their homeland. The task to form a club, to find a suitable mutual playing field was set forward and pursued until the goal was accomplished. They did not keep to themselves but opened the door for local people to join them in their pursuit of physical activities.²⁰⁰ Competitions with the local teams were sought after and through this act much understanding had been created. The foreigners set a high standard in their pursuit of physical activities which has been followed by the Thais.

In the realm of formal education the foreign advisors continued to set a high standard in their assistance with the training of student teachers at the Physical Education Teachers' Training School. Often top Olympic performers were used as examples to increase the interest

of trainees.²⁰¹ New and more up-to-date methods of teaching and training were tried to find the best possible way to achieve maximum performance. Assistance had been made in the past to build up better facilities for training in the country as well. As for the provincial areas, workshops had been opened by the American personnel in the past to keep them informed of the latest development in the field of physical education.²⁰² Needless to say that through this co-existence and co-operation sports and physical education in Thailand have been greatly influenced by Westerners.

PROFESSIONAL ASSOCIATION

The Thai Association for Health, Physical Education and Recreation (TAHPER) was founded in 1964.²⁰³ Mr. Kong Visudharomn, who at the time was the Director General of the Department of Physical Education, became its first President and Dr. Punya Somboonsilp was the Secretary General. For some time Mr. Visudharomn and other leaders in the field of physical education had been concerned with the need for a professional association.²⁰⁴ They mutually agreed that the growth and development of physical education would be hindered if an association was not founded to represent the teachers in this field in the country.

One of the most important and ambitious projects of this association was to publish a quarterly professional journal which would provide resource material for teachers

and students in the field. With financial assistance given by the Asia Foundation the first issue of the journal was published in January, 1965.²⁰⁵ The Department of Physical Education was responsible for distributing the journal to all the schools in the country.

Thus, in Thailand sports and physical education were made known and accessible to the general population officially through the educational programmes. But despite the fact that the development of physical education had begun toward the end of the 19th century, and had been encouraged by the attempts of royalty and the Government to improve the standards, and by the foreign influence that played a part in the developmental stages, the progress was slow as the value of physical education was not totally accepted by the people. This stemmed from the lack of understanding and interest of the people.²⁰⁶ The weather and traditional occupations, such as farmers and peasants, also played a large role in the slow development of these activities too.²⁰⁷ The fact that these people worked long hours in the fields made it less likely that they would need further physical activities during their free hours. These were the people who did not believe in the value and necessity for education, as pointed out by Sunhachawee.²⁰⁸ It was logical to expect them not to understand physical education in the educational setting as well. Finally, financial support from the Government was another factor which had delayed the progress

of these two activities.²⁰⁹ There had been steady subsidies from the Government in the past, but sporting and physical education facilities were one of the most expensive items in the realm of education. But one senses that if the Government was going to support the development of sports and physical education, because of their educational values, an effort must be made to acquire sufficient facilities so that the curricula drawn up by the Government could be fulfilled.

FOOTNOTES

¹K.P. Landon, Siam in Transition (New York: Greenwood Press, 1968), p. 14.

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³M.L. Manich Jumsai, Compulsory Education in Thailand (Paris: UNESCO, 1951), p. 51.

⁴Ibid., p. 79.

⁵Ministry of Education, History of the Ministry of Education, 1892-1964 (Bangkok: Guru Sabha Publishing House, 1964a), p. 314. In Thai.

⁶Chongkol, op.cit., p. 77.

⁷Jumsai, op.cit., p. 39.

⁸Ibid., p. 51.

⁹Landon, op.cit., p. 99.

¹⁰Ibid.

¹¹Ibid., p. 100.

¹²Jumsai, op.cit., p. 57.

¹³Educational statistics have been drawn from the report of the Ministry of Education for 1934-1935.

¹⁴Landon, op.cit., p. 101.

¹⁵Jumsai, op.cit., p. 61.

¹⁶Ibid.

¹⁷Ministry of Education, Current and Projected Secondary Education Programs for Thailand, A Manpower and Educational Development Planning Project, The Report of the Research Committee on Secondary Education in Human Resource Development in Thailand, (Bangkok: Thai Baeb Rien Press, 1966), p. 4.

¹⁸Ibid.

¹⁹Chongkol, op.cit., p. 79.

²⁰Office of the Prime Minister, Thailand, Official Yearbook, 1968 (Bangkok: Government House Printing Office, 1968), p. 29.

²¹Jumsai, op.cit., p. 56.

²²Ibid.

²³Ibid., pp. 79-82.

²⁴Aree Sunhachawee, "Evolution in Curriculum and Teaching," in Education in Thailand, A Century of Experience, ed. by Ekavidiya Nathalang (Bangkok: Karnsasana Press, 1970), p. 102.

²⁵Jumsai, op.cit., p. 76.

²⁶Ronald C. Nairn, International Aid to Thailand, The New Colonialism? (New Haven: Yale University Press, 1966), p. 32.

²⁷Jumsai, op.cit., p. 60.

²⁸Chongkol, loc.cit.

²⁹Wendell Blanchard, Thailand; Its People, Its Society, Its Culture (New Haven: Human Relation: Area Files, Inc., 1958), p. 453.

³⁰Ibid.

³¹Pinyo Sathorn, Teachers' Handbook, Primary Education (Bangkok: Thai Wattana Panich Press, 1971), p. 436.

³²Ministry of Education, 1966, op.cit., p. 7.

³³Sunhachawee, op.cit., p. 113.

³⁴Ibid., p. 114.

³⁵Ministry of Education, Educational Developments in Thailand 1949-1963, Reports to the International Conference on Public Education organized by UNESCO and the International Bureau of Education (Bangkok: Thammasat University Press, 1964,b), p. 15.

³⁶Jumsai, op.cit., p. 97.

³⁷Ministry of Education, 1966, op.cit., p. 9.

³⁸Owing to the tremendous popularity of comprehensive school type among students in Thailand, its expansion became very apparent to the officials of the Ministry of Education. The Committee on Loan Programmes for the Improvement of Education was set up to study the availability of foreign loans. The Committee was informed through the Cabinet that Canadian loan funds were available for developmental projects in Colombo Plan nations, and instructed the Department of Secondary Education to draft a loan proposal for consideration by the Canadian Government and the Cabinet. In turn, the Canadian Government sent her representatives headed by Dr. Herbert T. Coutts, of the Faculty of Education, University of Alberta, to Thailand to study the feasibility of the loan proposal. Acting on recommendations contained in the Alberta feasibility study, the Canadian Government approved a long-term interest loan for the purchase of equipment in Canada, and approved grants to be used for the training of teachers and supervisors from Thailand in a Canadian University. The Canadian Government also agreed to provide a team of five supervisors to work with the Project in Thailand. Notable among them were Dr. Leslie R. Gue and Professor Ivor G. Dent of the University of Alberta.

Even before the Canadian Cabinet formally approved the plans for the Project on April 11, 1967, the Canadian loan and aid had been accepted in principle and the first group of trainees had been sent to Canada.

³⁹Chongkol. loc.cit.

⁴⁰Ibid., p. 81.

⁴¹Ibid.

- 42 Ministry of Education, 1964b, op.cit., p. 70.
- 43 Ibid.
- 44 Kowit Worapipat, "Educational Wastage in Asian Countries," Chakrit, Vol. I, (Bangkok: 1969), pp. 22-28.
- 45 Ministry of Education, 1964b, op.cit., p. 15.
- 46 Ibid., p. 62.
- 47 Chongkol, op.cit., p. 104.
- 48 Ibid.
- 49 Ministry of Education, Curriculum for Junior Secondary School (Bangkok: Ministry of Education, 1960), p. 1.
- 50 Ministry of Education, 1964a, op.cit., p. 72.
- 51 Ministry of Education, 1964a, op.cit., p. 304.
- 52 Prince Chula Chakrabongse, Lords of Life (London: Alvin Redman Limited, 1967), p. 255.
- 53 Ministry of Education, 1964a, op.cit., pp. 118-119.
- 54 Chakrabongse, op.cit., p. 224.
- 55 Pipitporn Kaeomukda, "Pravat karn fukhud khru palasuksa nai Prateth Thai," (History of Physical Education Teachers' Training in Thailand), Journal of Health, Physical Education and Recreation. (Thailand, Dhonburi: Karn Chang Vudhisuksa School Press, Vol.1, No.1, January, 1965). p. 46.
- 56 Ministry of Education, 1964a, op.cit., p. 314.
- 57 Ibid., p. 594.
- 58 Landon, op.cit., p. 173.
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⁶⁰Government of Thailand, "Rules on Regulations governing the Establishment of the Department of Physical Education, "Rajkitjanubeksa" (Royal Government Gazette) Vol.50, January 30th, 1933, (Bangkok: Government House Printing Office, 1933), p. 870.

⁶¹Ministry of Education, Education in Thailand 1932 (Bangkok: Chang Pim Wat Sangwej Press, 1933), p. 24.

⁶²Ibid.

⁶³Ibid., p. 26.

⁶⁴Ibid., p. 27.

⁶⁵Ibid.

⁶⁶Ibid.

⁶⁷Landon, op.cit., p. 100.

⁶⁸Educational Statistics have been drawn from the report of the College of Physical Education 1934-35.

⁶⁹Kong Visudharomn, Physical Education (Unpublished paper submitted to the National Defence Council, Bangkok, 1962), p. 32.

⁷⁰Ibid.

⁷¹Ministry of Education, Education in Thailand, 1936 (Bangkok: Chang Pim Wat Sangwej Press 1937), p. 20.

⁷²Jumsai, op.cit., p. 70.

⁷³Ibid., p. 90.

⁷⁴Ministry of Education, 1964a, op.cit., p. 597.

⁷⁵Educational statistics have been drawn from the report of the College of Physical Education for 1937-38.

⁷⁶Educational statistics have been drawn from the report of the Ministry of Education for 1934-35.

⁷⁷Ministry of Education, 1964b, op.cit., p. 14.

⁷⁸Ibid.

⁷⁹Ibid.

⁸⁰Ibid.

⁸¹Lieutenant General Prachern Nimitbutr, Physical Education, Report to the Minister of Education of Thailand during the seminar on Physical Education, Bangkok, February 18 and March 10, 1956 (Bangkok: Krungdhep Karn Pim Press, 1956), p. 47.

⁸²Kriang Iamsakul, Physical Education, Report to the Minister of Education of Thailand during the seminar on Physical Education, Bangkok, February 18 and March 10, 1956 (Bangkok: Krungdhep Karn Pim Press, 1956), p. 56.

⁸³Ministry of Education, 1964b, op.cit., p. 18.

⁸⁴Ibid.

⁸⁵Swasdi Lekayanond, Physical Education, Report to the Minister of Education of Thailand during the seminar on Physical Education, Bangkok, February 18 and March 10, 1956 (Bangkok: Krungdhep Karn Pim Press, 1956), p. 34.

⁸⁶Ibid.

⁸⁷Nimitbutr, op.cit., p. 45.

⁸⁸Ibid.

⁸⁹Ministry of Education, 1964b, op.cit., p. 20.

⁹⁰Ibid.

⁹¹Educational statistics have been drawn from the report of the Ministry of Education for 1953-54.

⁹²Charles D. Merrill and Ralph H. Johnson, "Health and Physical Education Program for the Teachers' Colleges in Thailand," Journal of Teacher Education, VI (September, 1955), p. 196.

⁹³Ibid., p. 197.

⁹⁴Charles Dailey, "Physical Education in Thailand," Physical Education Around the World, Monograph No. II, Edited by William Johnson (Indianapolis: Phi Epsilon Kappa Fraternity, 1968), p. 72.

⁹⁵Ministry of Education, 1964a, op.cit., p. 621.

⁹⁶Ministry of Education, 1964b, op.cit., p. 24.

⁹⁷M.L. Pin Malakul, Physical Education, Report to the Minister of Education of Thailand during the seminar on Physical Education, Bangkok, February 18th and March 10th, 1956 (Bangkok: Krungdhep Karn Pim Press, 1956) p.66.

⁹⁸Kaeomukda, op.cit., p. 55.

⁹⁹Ibid.

¹⁰⁰No degrees are awarded at the College of Physical Education but a teachers certificate and a diploma in physical education are bestowed upon its graduates. However, in 1970 the Thai Government approved the proposal for the degree programme at the College of Physical Education.

¹⁰¹Ministry of Education, 1964a, op.cit., p. 66.

¹⁰²Dailey, loc.cit.

¹⁰³Ibid.

¹⁰⁴Ministry of Education, Lower Elementary Education Curriculum (Bangkok: Ministry of Education of Thailand, 1960), p. 7.

¹⁰⁵Ministry of Education, 1964b, op.cit., p. 66.

¹⁰⁶Ministry of Education, Upper Elementary Education Curriculum (Bangkok: Ministry of Education of Thailand, 1960), p. 4.

¹⁰⁷Ministry of Education, 1964b, loc.cit.

¹⁰⁸ A takraw ball is made of rattan cane threaded in such a way so as to form an open wicker-work sphere. Takraw can be played in several variations but the most popular are Circle Takraw and Net Takraw.

¹⁰⁹ Jumsai, op.cit., p. 90.

¹¹⁰ Ministry of Education, Lower Secondary Education Curriculum (Bangkok: Ministry of Education of Thailand, 1960), p. 73.

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¹¹² Office of the Prime Minister, op.cit., p. 657.

¹¹³ Punya Somboonsilp, "Health, Physical Education and Recreation", in The World Today in Health, Physical Education and Recreation, ed. by C. Lynn Vendien and John E. Nixon (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968), p. 332.

¹¹⁴ Ministry of Public Instruction, Report on the Work of the Education Department (Bangkok: The Education Department, 1917), p. 23.

¹¹⁵ Somboonsilp, loc.cit.

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¹¹⁷ Sunhachawee, loc.cit.

¹¹⁸ Ibid., pp. 59-61.

¹¹⁹ Ministry of Education. 1964b, op.cit., p. 70.

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¹²¹ The Royal Bangkok Sports Club, Diamond Jubilee, September 6, 1901-1961 (Bangkok: P. Phisanaka Press, 1962), p. 7.

¹²² Ibid.

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- 124 Ministry of Public Instruction, loc.cit.
- 125 Ibid., p. 25.
- 126 Ibid., p. 23.
- 127 Ministry of Education, 1964a, op.cit., p. 607.
- 128 Kaeomukda, op.cit., p. 47.
- 129 Ministry of Education, 1964a, op.cit., p. 592.
- 130 Thonburi is often referred to as 'sister-city', being separated from Bangkok by only the Chao Phya River.
- 131 Somboonsilp, op.cit., p. 322.
- 132 Ministry of Education, 1964a, op.cit., p. 617.
- 133 Ibid.
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157 Somboonsilp, op.cit., p. 319.

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¹⁶⁴Kaeomukda, op.cit., p. 49.

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¹⁶⁸Teachers' Institute of Thailand, Prawat Khru (Teachers' Live) January, 1971, (Bangkok: Teachers' Institute of Thailand, 1971), p. 219.

¹⁶⁹Keomukda, op.cit., p. 51.

¹⁷⁰Ibid., p. 52.

¹⁷¹Ibid.

¹⁷²Ibid.

¹⁷³Ibid., p. 53.

¹⁷⁴Ministry of Education, 1964b, op.cit., p. 27.

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186 Government of Thailand, Prachum kotmai prachumsok, (Royal Enactments) Vol. 18, September 6, 1901, (Bangkok: Government of Thailand, 1901), p. 80.

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CHAPTER IV

RELIGIOUS FACTORS

The traditional religion of Thailand is Theravada Buddhism, which derived largely from the ancient Buddhist centers of Ceylon.¹ It is also known as Hinayana Buddhism. This religion came to Thailand, according to Thompson, just after the Christian era, and by the fifth century A.D. it was firmly established in such countries as Thailand, Cambodia and Burma.² Hinayana Buddhism was brought to these countries by missionaries (monks) from Ceylon and thus it is often called Southern Buddhism.³ Mahayana or the Northern Buddhism is another form of this religion which is practised in Tibet, China and Japan. In Thailand the king is the defender of the Buddhist faith.⁴

Buddhism was a reform movement in Hinduism. As it is practised today, Buddhism is essentially an ethical code which has appealed to the people who look for compromise from Hinduism.⁵ However, the differences between the two religions and the fundamental conceptions of Buddhism are beyond the scope of this study. Rather, an attempt will be made to demonstrate the role of Buddhism in education in Thailand and to examine the implications it may have for sports and physical education.

ROLES OF BUDDHISM IN EDUCATION

In Thailand the temple or monastery, known as the

wat in Thailand, plays a significant role in the life of most Thai people at one time or another. This temple of the Buddhist monks, as noted by Thompson, serves as "church, town hall, hotel, recreation centre, school, crematorium, and home."⁶ Thus, the temple, besides being the abiding and worshipping place for the monks and people alike, also serves as an educational and social centre.

As far as the earliest education in Thailand is concerned, a tradition had long been established that wherever possible all children were to be educated, although in practice the children of the elite enjoyed greater opportunities to attend schools. The early education was handled extensively by the Buddhist clergy in the provincial and metropolitan monasteries as well as by the corps of scribes under royal patronage. The general principle was that the Thai boys would be sent to be educated at the local monasteries (if there was one), otherwise they would be sent to the one nearest to their home. At the monasteries the monks acted as teachers and the abbots as headmasters. Here they would learn to read and write and chant the holy prayers and in return, they served the monks. However, this method of education was not systematic because the monks taught only when they were free.⁷ Furthermore, at times the boys were taken away by their parents when such needs arose as the planting and the harvesting of rice. This occurred only when the boys were old enough to be of use at home. Further

education was obtainable after the age of twenty when most young men were ordained as monks for a certain period. At such a time they could learn to read the Khmer writing used in holy scriptures or apprentice themselves to those monks who were skilled in the arts and crafts.⁸ At a higher level, those men who remained in the monastic order studied Pali and the Buddhist scriptures at lesser or greater depth according to whether they resided in remote provincial monasteries or in learned royal metropolitan monasteries.⁹ They could become counsellors and teachers of the young people. However, should they decide to leave the order, they could expect royal patronage in the corps of scribes where their learning could be put to use in both the affairs of state and in the instruction of less learned colleagues and subordinates.¹⁰

The individuals who were most responsible for greater educational advance in the monasteries as well as in the country were King Nangklao, or Rama III (1824-1851) and Prince Mongkut who later became King Mongkut (1851-1868).¹¹ The advancement took place in the middle third of the nineteenth century. During the reign of King Nangklao, Prince Mongkut, first at the relatively obscure monastery of Wat Samorai and then at Wat Bowonniwet Wihan, began examining the traditional Buddhist beliefs as well as the concept of adoption and adaptation of new ideas. This introspection was to have profound effect on Thai Buddhism as well as on the Thai intellectual and educational development. The Prince

founded the Thammayutika Sect which was dedicated to the study and teaching of Buddhism.¹² The significant element in the foundation of this sect lay in Prince Mongkut's deep anxiety that the Buddhist texts should be understood and not merely learnt by rote and that the Buddhist monk should use his knowledge to help to enlighten his fellowmen.¹³ Furthermore, as Prince and later as King, he taught his courtiers to appreciate comparative religion, international affairs, ancient and modern languages, in addition to modern science and technology, the knowledge of which he had obtained from his frequent visits with Protestant and Roman Catholic missionaries.¹⁴ He himself learnt Latin and English, arithmetic, astronomy and techniques of printing and encouraged his followers to take up modern medical practices and to study chemistry and other sciences.¹⁵ As a king he appointed foreigners to teach his children in the palace school. Thus, it is quite obvious that King Mongkut was very active in the field of educational development in Thailand which he began in the monasteries and upon which he built as a king of the country.

The role of educational promoter was passed to King Chulalongkorn when King Mongkut passed away in 1868. King Chulalongkorn followed his father's example in hiring foreign teachers for his brothers and relatives.¹⁶ However, he realized that he had to go beyond the palace wall and to become an innovator in order to help Thai education produce

the qualified personnel so urgently needed in the country at the time. He was looking ahead to the establishment of state-run secondary schools as well as the emergence of private schools. As a result, he authorized an American missionary, Samuel McFarland, to open a school at Nanthauthayan Palace which became familiarly known as Suan Anan School.¹⁷ Those who were close to the king were commissioned to look into the development of education in the country. Among these was the king's half brother, Prince Damrong Rajanubhab who established the Suan Kulap School.¹⁸ It was the second school in the country outside of the Royal Palace.

While education within the palace was being improved, education for the masses was also moving along. Another traditional centre of education, the Buddhist monasteries, was also under consideration for improvement by the king.¹⁹ Without explicitly stating his criticisms, he doubted the abilities of some monks to teach, and he further doubted the methods and textbooks which they were using. These defects, he felt, were injurious to Buddhism, for they deprived a portion of the monkhood and the general population of the means by which higher standards of Buddhist understanding might be attained, and, concomitantly, the State was provided with a poor standard of literacy.²⁰

Accordingly, the abbots of all monasteries in the country were requested to formalize their traditional ways

of teaching. The response was relatively gratifying, for a number of abbots in Bangkok and the provinces did open proper schools and began to hold formal classes, to use standard textbooks, to follow the set curriculum and to prepare students for examinations.²¹ Furthermore, in 1898 preparations were made by the Ministry of Interior under Prince Damrong and the Supreme Patriarch Prince Wachirayan's Buddhist Church to send monks as Directors of Education to tell provincial abbots to open proper schools in their monasteries. Standard textbooks were then sent to these new schools by the Ministry of Interior.²² From 1902 onwards the Ministry of Education began to send educational commissioners to inspect academic standards in provincial schools.²³ However, it was not until King Vajiravudh's reign that the government could begin to consider compulsory primary education, which came into being in 1921.

Thus, Thai education took a little more than a hundred years to evolve from its traditional and informal base within monasteries to the modern system of today. But through it all the Buddhist monks at the monasteries, at one time or another, took their part in the formalization of education in Thailand. As a result, in the process of modernization, the old was inextricably mixed with the new, for even as new ideas were adopted, old institutions were adapted to make them more responsive to contemporary needs. For the part played by the Buddhist monks it might be said that the desire to preserve the cultural heritage of the

past and the recognition of the need for innovations ran through the reign of King Nangklao, King Mongkut, King Chulalongkorn and King Vajiravudh. Mass education and compulsory primary education came to be based largely on the traditional foundation of education, the monasteries in the provinces and the metropolis.

THE BUDDHIST PHILOSOPHY OF EDUCATION

At this juncture it is imperative to point out that the total Buddhist philosophy of education will be much beyond the scope of this study. However, a focus will be placed upon the Buddhist's concept of man the individual in the environment of education. How does he relate to education? What is the role of education in as far as the individual's well being is concerned?

Lauwerys asserts that the education system and its aim are influenced by the philosophy in favour in the country at the time and so are the other systems which operate in the country.²⁴ Thus, the existence of what Lauwerys calls "national styles" in philosophy may influence the different values for physical education that are held in different countries. The citizens of each country seem to develop certain beliefs about the values and proper conduct of sports, games, and other physical recreation activities, and for physical education in the school programme. For instance, the Scandinavians tend to emphasize the fitness

aspects and the English the development of character and proper social behaviour through games. Thus, belief systems may influence the approach to physical activities. Furthermore, religious beliefs may also determine what type of activities are acceptable or not acceptable. As a result, the religious belief systems may influence the country's physical education.

Buddhism in Thailand sees man as an aggregate of five components namely; feeling, body, perception, volition and consciousness.²⁵ As Buasri explained:

. . .As man changes and moves from childhood, to youth, to old age, and to death, the nature of man's education is unmistakably development of all aggregates so that changes of all kinds, inevitable or otherwise, will be least painful and so that the accompanying suffering and miseries will be reduced to a minimum. For instance, through development of excellent health and physical fitness, a child may grow up into youth without much suffering brought about by disease and illness. Again through development of balanced mental qualities and understanding, a boy may move through the period of youth or adolescence towards maturity without much delusion and torture. Moreover, as man is subject to suffering, and as right understanding and right thought will lead to minimization of his suffering, it follows that development towards right understanding, and right thought is desirable and good. In addition, knowledge and skills must also be developed towards right livelihood.²⁶

All these are true to the spirit of the Eightfold Path referred to by Buddha for people so as to enable them to lead a good life.²⁷ From the above statement it is possible to sum up, that as far as the Buddhist philosophy towards education is concerned it is the development so that a man's life may be as free as possible from suffering.

Speaking on a mundane level, a man, as he moves from the first stage of life to maturity and understanding, must necessarily develop physically, intellectually, morally and socially.

In light of the meaning of education as described, it may be possible to mention at this point the basic aims of education in Thailand through Buddhism. First, to develop the five aggregates of man. Second, to assist the individual to become aware of the social ideals in the society in which he lives so as to enable him to become an effective member of that society. Third, to emphasize his capacity of thinking as it leads to effective understanding; and finally, to achieve moral and ethical development so that peaceful relationships among members of the society, or the world may be maintained.²⁸

The abovementioned points being the basic structural aims of education. In order to provide the necessary experiences, the specific aims of education must be drawn up within the following fields: health, physical education and recreation, arts, sciences, culture, effective thinking, vocational or professional education, moral and ethical education, social studies, mathematics, and humanities. As a result of these specific aims of education it becomes necessary to provide every individual with a common core of experiences so that each one will be able to take his place in the society with the same social ideals. At the same

time programmes must be flexible enough to suit the individual's needs.

IMPLICATIONS FOR SPORTS AND PHYSICAL EDUCATION

Having observed the Buddhist's attitude towards education and the individual, the Thai monarch's attitudes towards the development of education in the country becomes more understandable. As a result of King Chulalongkorn's visit to Europe in 1897 he was greatly impressed by what he saw and brought back to Thailand many ideas in the hope of reforming education in his country. However, even though he was immensely impressed by the Western development the king exhibited a renewed appreciation of the integrity of Thai culture and its values and of the moral and human equality of Thailand which he expressed in terms of "national character."²⁹ Thus, King Chulalongkorn reformed Thai education but still maintained the Thai culture and its values to the great displeasure of some Thai government officials who advocated a complete change to the Western system.³⁰

The fact that education was primarily focused within the urban areas of Thailand led the king to advocate a strong movement of education into the provincial areas of the country.³¹ As has already been noted, Thai education was focused primarily on the monasteries and King Chulalongkorn charged the abbots with renewed responsibilities in the development of education throughout the nation. Whether

the king was aware of the Buddhist's attitude towards education and the individual or not is difficult to ascertain, but the introduction of physical education into the school system for the first time in 1898 would tend to indicate that the king was prepared to extend the objectives of education well beyond the traditional sphere. It was not to be a compulsory subject but it was, for the first time, included as an integral part of the school programmes.

Compulsory physical education was not to become a reality until 1932 when it was included as a part of the three major areas of studies by the National Scheme of Education. The proposed aim for the new physical education curriculum was the development of physical fitness.³² This complements Buasri's statement of the Buddhist's attitude toward the body and the development of excellent health and physical fitness in order that the individual may grow up without much suffering brought about by disease and illness.

The fact that since 1932 there were four National Acts of Education did not alter the values of physical education as seen by the administrators of education in Thailand. Each Act retained physical education as an integral area of study. The religious belief system and the philosophy of Buddhism towards education did not in any way hinder the development of physical education in the education system in Thailand. The interweaving of the religious beliefs into the individual life style of the Thai people

added greatly to the emergence of physical education as a cornerstone in the development of the total educative process within Thailand. Despite the fact that the Buddhist religious system and the philosophy of Buddhism toward education seem to have complemented the development of physical education in Thailand the fact remains that physical education has been slow in its development. To some extent this seems to have stemmed from the customs and traditional practices of the people which seem to have mitigated against the emergence of a strong physical education programme.

There is a broad base in the religious philosophy that is not practiced within Thailand -- that the Thai people do not subscribe to women participation as a principle of a life style. This traditional practice was clearly pointed out by Lady Laiad Phibunsonggram in her article titled

Thai Women:

Customs and traditions in the early days of the Bangkok era (1782) had a strong influence in confining Thai women to their own homes. Thus they played an insignificant role in the social, economic and political fields. . . . In the social field women in those days seldom met outside their own homes. They moved socially among their close relatives and neighbours. Only on important occasions such as religious festivals did they appear in public. . . . Traditions and customs confined Thai women to their own homes with practically no outside activities. This led to the lack of liberal education on the part of women. As women were not allowed by tradition to go anywhere, they therefore took keen interest only in housekeeping.³³

But since the change over from an Absolute

Monarchy to a Constitutional Monarchy in 1932, Thai women have been given equal rights which thereby has enhanced their prestige and status as a whole, but their life style has not changed a great deal. Lady Laiard again observed:

The impact of modern civilization has caused radical changes in nearly all aspects of human life, including the customs which form a part of culture. In spite of these changes Thai women still preserve old customs and manners which they hold dear. However, some of these have been somewhat adapted to meet the ever-changing conditions in the country. It is interesting to note that country women are more capable of preserving old conventions and customs. . . . Many Thai women of today are still reluctant to take new customs and a new culture from the West such as ballroom dancing and free ties of companionship with the opposite sex. Old customs and the attitude and behaviour of Thai women, who remain reserved and place honour above all things. . . . Thai women take it as one of their principle duties to make their children cultured.³⁴

Thus, while the philosophy of Buddha does tend to indicate a strong support of the physical, in point of fact within the actual practice of the life style of the Thai people that has seldom been supported. Even in the field of education, it was not until 1898 that there was a form of physical education in it, and only since 1932 that formal physical education became a compulsory unit in the education system of the country.

Dr. Somboonsilp,³⁵ the Deputy Rector of the College of Physical Education, and Mr. Suwanabriksha,³⁶ Director of Promotion of Physical Education, agreed that while the Buddhist philosophy tends to indicate a support of the physical, the general development of physical

education in the country has been slow owing to the customs and traditional practices of the people. They felt that both customs and traditional practices have been preventing many students, especially girls, from taking part in sports and other physical recreation activities. Furthermore, many of the girls are greatly influenced by their parents to be graceful, quiet, well groomed and to behave in the way that "traditional Thai girls should," which is being well-mannered, reserved and respectful at all times. At some institutions in Bangkok girls are taught how to develop good posture and how to walk. At almost all institutions students are requested to memorize the "civic duties and moral codes," but stronger emphasis seems to be on the girls. The "civic duties and moral codes" is a manual or handbook produced by the Ministry of Education on patterns of behaviour, and civic duties which all students are expected to know and observe. Dr. Somboonsilp pointed out the fact that most girls detest the idea of playing games or learning physical education out in the sun owing to the damage that might be done to their complexions. The key point here is that tropical weather discourages many students from learning physical education. Indoor gymnasias and proper shower facilities may entice more students, especially girls, to a greater degree of participation in sports and physical education. As a result of the customs and traditional practices, the weather and the inadequate and improper facilities, sports, games and all the energetic physical

recreation activities are seen as activities for boys or men only. In some schools while the boys are learning physical education out on the field, the girls will be instructed in Thai classical dances indoors.

The Thai classical dances may be divided into two major categories.

a. Khon, this is known in English as "Masked Play," that is, all the male characters wear masks.

b. Lakorn, is another form of the dance in which only non-human characters wear masks.³⁷

The khon is a form of drama established in India in connection with the cult of one of the Chief Gods. In Thailand the khon was originally presented on state occasions in the form of pageants of a religious nature, for instance the Coronations of Kings.³⁸ Today it is another form of theatrical entertainment. In this form of drama, practically all the actors, apart from those playing feminine roles, wear distinctive masks from which their respective roles are easily recognised. Although women sometimes take part in the khon, in general practice the female parts are usually taken by men. This is due to the fact that in a khon performance the dancing and posturing are both graceful and expressive. The whole body must be brought into play, and a great deal of muscular exertion is necessary. The actors must undergo long and strenuous training, and the whole nature of its form and training has been compared to

that of gymnastic training.³⁹ The actors, who start schooling at about the age of six, must be typecast from the very beginning in one of the four categories -- man, woman, demon, and monkey - according to the individual build, bodily movement and personality. The energetic roles of demon and monkey, always played by males, required especially arduous drills to repeat vigorous, acrobatic movements.⁴⁰

The lakorn is a form of dance drama, originally performed by all male casts. With the entrance of women into the art world in Thailand in the mid 18th century, and as grace is emphasized in the lakorn rather than strenuous actions as in the khon, they were preferred to the men.⁴¹ In the training of lakorn greater attention is paid to the graceful movement of the body, hands, arms and fingers. In other words, as the strong point of the khon is its strenuous virility, so grace of action is the strong point of the lakorn.

Here we see once again the customs and traditional practices shown in the art form of classical dances in Thailand whereby the active, acrobatic and strenuous dances in the khon are left to the males, and the graces and beauty to the females in the lakorn. This brings out the point made by Dr. Somboonsilp that girls are greatly influenced by their parents to be graceful and well-mannered. It is the custom which is traditionally practised in Thailand and each person is expected to act or behave traditionally. Thus,

very few girls or women are seen taking part in sports or some physical recreation activities.

Many of the traditional folk games which saw girls or women taking part have a low activity level and these include singing games and Thai dances. These activities are usually held after the work is done. Blanchard pointed out that among the rural people of Thailand, after the rice had been cut, threshed and winnowed it was time for festivities -- bonfires were lit and the young people engaged in singing contests or traditional folk dances.⁴² Several of the Thai festivities such as Tot Kathin and Loy Krathong have religious significance and thus any activities that accompany these festivities are carried out reverently, but at the same time enthusiastically. Tot Kathin is the presentation of robes to the monks after the Lent season has expired.⁴³ It is usually held in late October throughout Thailand. It is a celebration to mark the end of the Monsoon season. However, the Loy Krathong festivity, which is the floating of lighted candles and incenses in a leaf-cup along the river, was thought at first to have no religious significance at all. King Chulalongkorn held that it had some connection with the floating of lanterns as practised by Thai kings during the Sukhothai era (A.D.1257-1377).⁴⁴ But to the Thai people, especially among the agricultural people, Loy Krathong represents a yearly thanksgiving to the Goddess of Water upon whom they heavily rely.⁴⁵ Although these activities

basically represent fun, on the other hand they are religiously meaningful, and as a result are carried out reverently but enthusiastically.

Visudharomn mentioned the traditional saying that "women's place is in the home" is very much subscribed to by the Thai girls and women.⁴⁶ In the 1950's, some thirty years after education became compulsory in Thailand, after international communication brought countries closer together and after foreign influence penetrated more and more into Thai social life, women finally began to take an active part in sports. In other words, prior to the late 1950's girls and women in Thailand were reluctant to accept the mores and life styles linked to the West, and to enjoy the same freedom as did the men. Even today the traditional practices of reservation and grace for women are quite evident, especially in the rural areas.

In summary, the development of physical education within the education system in Thailand has been one of great complements to the Buddhist philosophy of education. The emphasis on traditional practices has been placed more heavily upon the girls who are expected to be mild-mannered and reserved at all times. They, therefore, usually frown upon physical education and sport for fear that they would be seen in unlady-like situations by others, plus the fact that exercise might tarnish their neat appearances.

As far as the boys are concerned they can participate in sport and physical education much more freely than girls. What they do in these physical activities become "natural" for them. But in other circumstances and environment they are expected to be well-behaved too.

Thus, despite the fact that Buddhist philosophy of education encourages physical activities for physical fitness, the customs and traditional practices of the people within the country have been the sources of delay for the development of both sport and physical education.

FOOTNOTES

¹D.G.E. Hall, A History of South-East Asia (London: Macmillan, St. Martin's Press, 1970), p. 260.

²Virginia Thompson, Thailand, the New Siam (New York: Paragon Book Reprint Corporation, 1967), p. 623.

³Ibid.

⁴According to the Constitution, Buddhism is not compulsory for anyone in Thailand with the exception of the king, who is "Upholder of the Faith", and so must be a Buddhist. Chapter I, Section 4, says: "The King shall profess the Buddhist faith and is the upholder of religion."

⁵Thompson, loc.cit.

⁶Ibid., p. 620.

⁷Phraya Anuman Rajdhon, Chivit chao Thai samai kon (Lives of the Thai people in olden days) (Bangkok: Suan thong tinh Press, 1957), pp. 131-136.

⁸Ibid.

⁹Ibid.

¹⁰See in particular: Dhanit Yupho, Somdet phra narai maharat lae nakprat ratchakawi nai ratchasamai (King Narai the savants and writers of his reign) (Bangkok: Siva Phron Press, 1956).

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¹²Prince Chula Chakrabongse, Lords of Life, A History of the Kings of Thailand (London: Alvin Redman, 1960), p. 153 and p. 185.

¹³R. Lingat, "La Vie Religieuse du Roi Mongkut" Translation in The Siam Society Fiftieth Anniversary Commemorative Publication, Vol. I, (Bangkok: The Siam Society, 1954), pp. 27-28.

¹⁴Chakrabongse, op.cit., p. 152.

¹⁵Ibid., p. 182.

¹⁶David K. Wyatt, The Politics of Reform in Thailand: Education in the Reign of King Chulalongkorn (Bangkok: Thai Wattana Panich, 1969), pp. 66-72.

¹⁷Ibid., p. 76.

¹⁸Sucharit Thawonsuk, Phra prawat lae ngan khong somdet phrachao borommawongthoe krom phraya damrong rachanubhab (The Life and Work of Prince Damrong Rachanubhab) (Bangkok, 1965), pp. 147-152.

¹⁹Wyatt, op.cit., p. 73.

²⁰Ibid., p. 74.

²¹Ibid., pp. 112-224.

²²Ibid.

²³David Wyatt, "The Beginnings of Modern Education in Thailand, 1868-1910" (Cornell University, Unpublished Ph.D. thesis, 1966), p. 329.

²⁴Joseph A. Lauwerys, "The Philosophical Approach to Comparative Education," International Review of Education, V (1959) pp. 281-296.

²⁵Saroj Buasri, A Philosophy of Education for Thailand: The Confluence of Buddhism and Democracy (Bangkok: Ministry of Education, 1970), p. 37.

²⁶Ibid., pp. 56-57.

²⁷Ibid., pp. 29-35.

²⁸Ibid., p. 57.

²⁹Speech of King Chulalongkorn, 1 January 1898, from Bangkok Times, 3 January, 1898.

³⁰Wyatt, op.cit., p. 198 (Reference to the Politics of Reform in Thailand: Education in the reign of King Chulalongkorn).

³¹Ibid., pp. 198-232.

³²Ministry of Education, op.cit., p. 314.

³³Laiad Phibunsonggram, "Thai Women," in Aspects and Facets of Thailand ed. by Witt Siwassariyanon (Bangkok: Siva Phron Limited Partnership, 1958), pp. 45-46.

³⁴Ibid., pp. 46-47.

³⁵Punya Somboonsilp, private interview held at the College of Physical Education, Bangkok, August 14, 1972.

³⁶Booncheur Suwannabriksha, private interview held at the Department of Physical Education, Bangkok, August 16, 1972.

³⁷Theatre and Music in Aspects and Facets of Thailand ed. by Witt Siwasariyanon (Bangkok: Siva Phron Limited Partnership, 1958), pp. 83-84.

³⁸Ibid.

³⁹Ibid.

⁴⁰Valentin Chu, Thailand Today: A Visit to Modern Siam (New York: Thomas Y. Crowell Company, 1968), p. 84.

⁴¹Theatre and Music, loc.cit.

⁴²W. Blanchard, Thailand, Its People, Its Society, Its Culture (New Haven: Human Relations Area Files, Inc., 1958), p. 428.

⁴³Chu, op.cit., p. 141.

⁴⁴The Loy Krathong Festival in Aspects and Facets of Thailand ed. by Witt Siwasariyanon (Bangkok: Siva Phron Limited Partnership, 1958), p. 53.

⁴⁵Ibid.

⁴⁶Kong Visudharom, "Sport," in Thailand, (Bangkok: Siva Phron Limited Partnership, 1956), p. 25.

CHAPTER V

ECONOMICS AND ITS IMPLICATIONS FOR SPORT AND PHYSICAL EDUCATION

The economy of Thailand is based on agriculture which occupies some 85 to 90 per cent of the working people of the country;¹ perhaps 95 per cent of the cultivated land is planted to rice,² and this rice product provides a substantial proportion of the national income and government revenue. It represents half the total value of all exports on which Thailand depends to pay the import of its required industrial products. Rice holds such a dominant position that the whole economy of the country is sometimes referred to as a "rice economy."³ There are other crops cultivated either for commerce, such as, coconuts, peanuts, cotton, tobacco, sugar cane, and rubber, or for consumption, such as fruits and vegetables. But their cultivation is either a narrow specialty or a side line.⁴

Other areas of agriculture including fisheries and forestry, while less important than rice, nevertheless play a significant role in the economy. Timber, primarily teak, has ranked among the four most important exports for centuries. Thus, fisheries, forestry and other agricultural activities together have provided a subsistence economy which has given the people a relatively high standard of living.⁵ This broad subsistence base remains as an important factor today in the national economy. The primary crop of

the representative farmer is rice, which is at the same time the staple of his family's diet. But as the country's economy became monetized and a participant in the world market, rice, as the main cash crop, was produced in vastly greater quantities.⁶

With an area of about 250,000 square miles, the country divides into four economic and geographic regions. Teak is produced in the north and floated down through the network of waterways to Bangkok. Rubber and tin are produced in the south, while the Central Plain, with its economic water transportation, is the chief source of rice exports. The northeast is the only region which does not participate in the export trade.⁷

Non-agricultural industry is organized in two ways - either as government or government-aided industry, or as private investment by aliens, primarily Chinese.⁸ This division has come about historically as a result of the reluctance of the Thai to enter into occupations - other than government service - on a purely cash basis. There are several explanations for this situation. For example, agriculture as a source of livelihood has historically been sufficiently secure so that it retained a comparative advantage, both psychological and financial, over the wage or profit incentives of labor or business.⁹ The same type of security is characteristic of government service. In addition, government service is highly esteemed and influential.

Because trade lacked traditional support and market exchange relationships might have strained traditional social bonds, the Thai evidently found this field unattractive and left such opportunities to aliens.

The pattern of industrial organization is also a matter of social significance. Private investment in non-agricultural as well as in agricultural enterprise is organized as small family business. The home workshop, the home store employing largely family labor or a few wageworkers integrated into the family pattern, is the dominant form of business activity. The World Bank estimated that in 1958 there were only about 300, approximately 2 per cent of the total of 16,000 industrial establishments in the country, which employed over 50 workers. This figure included at least 40 government-operated or government-aided establishments. The estimated employment of all these establishments, large or small, was 316,000 workers.¹⁰

By 1966, there were about 40,000 industrial establishments in the country; most of them were small-scale and cottage industries, such as rice mills, saw mills, oil pressing mills and tobacco curing mills. There were few large industries manufacturing cement, sugar, cigarettes, gunny bags, textiles, paper, petroleum products and plywood. A few of these are state-owned. Of the total number of industrial establishments, about 10,000 were located in Bangkok and Thonburi and employed about 78,000 workers.¹¹ The bulk

of urban workers were probably employed in small shops mostly with fewer than 10 workers.¹² This type of quasi-family organization involves an intimate pattern of interpersonal relations between employer and worker and probably includes a higher degree of social integration than is characteristic of large factories.¹³

The role of the state in the economy is a traditional one. In the pre-modern period, foreign trade from the capital was solely administered by the king and his councils.¹⁴ However, this form of administration was abandoned with the opening of the country to European traders, and liberal principles took a leading position in the commercial sector until the end of World War II. In the postwar period, 1947-52, the government played an important part, directly and indirectly, in the marketing of rice abroad with related control of collection and export.¹⁵

In all, the government has contributed much to the considerable economic progress since the war. The output of the economy has advanced far beyond pre-war levels, not only in agriculture, which provides a livelihood for 85 per cent of the population, but in almost all other lines of economic activity as well. The rate of growth in real output, measured during the period 1952-57, averaged nearly 5 per cent per year. This provided an increase of almost 3 per cent per year in the average real per capita income which increased from 1,414 Baht in 1952 to 1,729 Baht by 1957

(approximately U.S. \$1.20 Baht).¹⁶ One important factor which contributed to the economic boom in the 1950's was the Korean War which increased the demand for rubber, tin and rice from Thailand.¹⁷ From then on the economy of Thailand began to expand steadily. In 1961 the first economic development plan was proclaimed, covering the period from 1961-1966.¹⁸ In the years immediately preceding the Plan the national income had been increasing at a rate of about 5 per cent per annum, permitting an annual rise of only about 2 per cent in per capita income. The gross national product in 1960 was 55,717 million Baht. In 1965 it was increased to 81,274 million Baht and climbed to 96,802 million Baht in 1966. This represented a total increase of 44 per cent against the planned target of 38 per cent. Since population growth in the country at the time was about 3.2 per cent annually, per capita income rose by about 4 per cent a year from 2,056 Baht in 1960 to 2,925 Baht in 1966.¹⁹ Thus the rapid economic expansion in Thailand was quite unprecedented.

FOREIGN AID

Assistance from one country to another is as old as nation-states. In the period since World War II Thailand has been receiving assistance from many countries but by far the most prominent benefactor has been the United States of America. Other countries included Britain, Germany, Australia, Japan and Canada. There has also been assistance from international organizations, such as the United Nations,

which includes the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the Food and Agricultural Organization (FAO), the World Health Organization (WHO), the International Labor Organization (ILO), the United Nations Children's Fund (UNICEF). Outside organizations also gave support. These included the International Bank for Reconstruction and Development, the Asian Development Bank, and the United States Operations Mission (USOM; now the Agency for International Development). All these countries and organizations have provided aids to Thailand in various forms such as grants, loans, personnel, economic, military, and technical assistance.²⁰

The United States has been assisting Thailand since 1951. The assistance has come through two distinct channels: the Military Assistance Program (MAP), administered by the Department of Defense and implemented in Thailand through the Joint United States Military Assistance Group (JUSMAG), and economic aid administered by the Agency for International Development (AID) and its predecessors and implemented by the United States Operations Mission (USOM).²¹

United States foreign assistance to Thailand has included a variety of forms. Military assistance includes technical assistance and training of Thai military forces, equipment and supplies, and construction of facilities. Economic aid has included technical assistance in a variety of areas: grants and loans for resources needed in

jointly-agreed projects, and loans of commodities to assist Thailand's foreign exchange. American economic aid from 1951 through 1966 totalled U.S. \$407.6 million. The amount of military assistance in the same period exceeded U.S. \$500 million.²²

But the issues associated with foreign assistance are not so much a question of size as of the types and effectiveness of programmes. It is of vital interest how the intrinsic social, cultural and economic importance to the great mass of the people in Thailand have been affected by these foreign assistances. Educational policy, planning and development, industries and village crafts, village organization and welfare, health and agriculture are some of the areas penetrated by foreign assistance which have changed the lives of many people in the country. But to go into each of these various aspects is beyond the scope of the task set. However, foreign assistance in the area of education and health programmes have direct implications for this study.

EDUCATION

One of the most significant aspects of foreign assistance is in the area of education development. Shortly after joining UNESCO in 1948, Thailand requested that a survey be conducted on Thai education by UNESCO specialists. The report of the survey appeared in 1950.²³ This resulted in the establishment of the Cha Choeng Sao Educational Pilot Project in 1951 by the Ministry of Education of Thailand

with UNESCO as the sponsoring body. The purpose of the project was to set up on an experimental basis a prototype school system extending from the pre-primary classes through secondary and vocational to teacher training and adult education.²⁴ It was commonly known as a comprehensive school in Thailand. This type of school became popular among the student population so much so that even if UNESCO had to withdraw its financial support in 1955 the Thai Government successfully established another school of this type in 1960 at Korat province. Thus, with the UNESCO survey team and financial support the country was able to provide the type of education suitable to students' needs, abilities, and desires.

Another project sponsored by UNESCO which should be mentioned at this time is the Thailand UNESCO Fundamental Education Center (TUFEC). The programme of TUFEC commenced at the same time as the Cha Choeng Sao Project, but in Ubol province. The primary purpose of TUFEC was

"...to help children and adults who do not have the advantages of formal education to understand the problems of their immediate environment and their rights and duties as citizens and individuals and to participate more effectively in the economic and social progress of the community."²⁵

The programme called for each province to send one representative to TUFEC's headquarters at Ubol to be trained to acquire a general knowledge in agriculture, health, home-making, village crafts, home construction, education, production of instructional materials, and social welfare.²⁶

However, in December 1961 UNESCO withdrew from TUFEC according to plan; and handed the responsibility for training and all equipment at the center to the Ministry of Education.²⁷

These projects were not the only United Nations activities in Thailand. They were mentioned here because they were by far the largest social development projects of the United Nations in Thailand.²⁸ They involved the largest number of foreign personnel who volunteered to work among the rural people in the provinces in the hope of improving the education standard, the conditions and the standard of living in the country as a whole.

HEALTH PROGRAMMES

Assistance from the United Nations and the United States in the area of health of the people in Thailand began in 1949 when WHO and UNICEF gave the Thai Government assistance with projects in malaria control.²⁹ WHO assisted in training Thai personnel in setting up a survey and control programme while the UNICEF provided equipment and supplies. But in 1951 both the WHO and UNICEF withdrew their field support and the United States, through the International Cooperation Administration (ICA), was requested to aid the continuance of the malaria control programme. This aid was continued until the end of 1957.

The WHO and UNICEF also assisted the Ministry of Health and the Red Cross Society of Thailand in setting up

clinics for intestinal diseases, tuberculosis, yaws, diseases of maternity and infancy and a few others as well.³⁰ For example, two medical centers for maternity and child care were opened in 1951, one in Bangkok while the other in Chiangmai (Northern province).³¹ Classes in child care for mothers were organized; whole milk donated by UNICEF, was distributed to mothers and children. Information about general health and personal hygiene in the form of booklets and posters were distributed throughout the rural area. Furthermore, a mobile unit was established in 1950 to bring medical care to people in the deprived areas in the country.³²

Health problems are, therefore, not only concerned with creating changes in habits but are also bound up with aspect of modernization. Education, changes in material standards, and permanent rather than sporadic contact with health services are some of the essential steps in curtailing these diseases. Consequently, to ensure the necessary well-being and the awareness of personal hygiene health education was included in the school curriculum of the National Education Act of 1951. In order to coordinate with the new health programme, UNESCO and the International Bureau of Education also attempted to provide free as well as more nutritious school meals to students.³³ Even though the programme proved financially impossible, the impact of the health programmes and the foreign assistance was considerable, so much so that health education has remained in schools up

to the present time. Thus, foreign assistance in providing necessary information, training and equipment has enabled the people of Thailand to enjoy a healthier life.³⁴

IMPLICATIONS FOR SPORT AND PHYSICAL EDUCATION

The economic development since the 1950's gradually brought some stability to Thailand. The real national product between 1952-57 grew at an average per annum rate of about 5 per cent which provided an increase of almost 3 per cent a year in the average real per capita income. Then from 1961-66 with the average increase of population of about 3.2 per cent annually there was an average rise of 4 per cent per annum in per capita income. Although almost 85 per cent of the people of Thailand engaged in agriculture, the economic progress in the country was marked by the rise of industries, especially in the 1960's when the industrial development of the country began to show a phenomenal increase.³⁵ Foreign capital began to pour into the country and boom conditions continued. Manufacturing was expanded in various directions, particularly in textiles, ceramics, cement, steel, alum, plywood and the chemical industry.³⁶

The industrial and economic growth of Thailand caused some changes in the way of life of many people in the country -- the process of urbanization continued at a steady rate but rural life retained much of its traditional customs, social habits and religious beliefs.³⁷ This, at times, hindered the modernization of the mode of living among the

masses. Most of the farmers in the rural areas still continued to live in the same village of the past few generations, with little contact with the outside world. Most of their disposable resources went to religious activities, reflecting the deep faith in traditional religious belief. The Thai traditional way of life has been appropriately described by Blanchard:

The social goal of the rural population, and also to a large extent of the urban population, remains the acquisition of merit and preparation for one's future existence. The financial investment is enormous; one source, for example, states that the cash outlays for merit-making range from 7 per cent to 84 per cent of the total cash expenditures of a single family, with the average around 25 per cent. The expenditure results in a general economic leveling of the Thai rural population; more than anything else it helps to maintain the classlessness characteristics of the rural society.³⁸

While people in the rural areas maintain their traditional way of life the process of urbanization in Bangkok and Thonburi progressed steadily. Besides the industrial development in these two cities Silcock suggested that foreign immigration, rapid population growth raising problems of absorption in rural areas, and various aspects of social modernization, of which the extension of schooling is particularly important, tending to make urban living more attractive.³⁹ It is said that large-scale Thai migration from the rice fields to urban areas began during World War II.⁴⁰ This chain migration to Bangkok from the rural areas may well increase dramatically as more industries are opened.

Economic development, industrialization and technological advances also brought about changes in patterns of

leisure and recreation for people in the urban areas. Clear-cut division between work and leisure time was made possible through regular working hours and regular free time. The urban dweller did not only have more leisure time but more money to spend for his leisure activities as well.⁴¹

Westernization had also been one of the influences, besides those which have been mentioned above, which transformed Bangkok and Thonburi into such modern cities with increased leisure time and recreational activities for the inhabitants.⁴² It is widely accepted that sport is an offspring of technology and industrialization.⁴³ Westernized commercial recreation activity such as ten-pin bowling began to emerge in Bangkok in the 1950's.⁴⁴ Automobiles and motorcycles, which had increased in number considerably since the war, also brought about changes in patterns of leisure and recreation among many of the urban dwellers.⁴⁵ They were able to drive to the countryside or to the beaches for their recreation activities such as swimming and sailing.

The increased mobility was generated by the developments of roads and highways by the Thai Government in the early 1950's. During the period 1952-56, 700 million Baht or over 40 per cent of total public investment was spent on transport and communication. In 1957 and 1958 investment in this sector rose to about 1 billion Baht annually. By 1966 the national budget allocated for the Highways Department was about 50 per cent higher than in 1965 rising to 1,505 million Baht which made the Department the largest

budget-receiving civilian agency in the Thai Government. Approximately 60 per cent of the budget was assigned to roads and highways construction.⁴⁶ As a result the urban people who owned automobiles were able to take advantage of these developments.

Admittedly, only the well-to-do urban dwellers were able to pursue these types of activities. It was pointed out by Suwannabriksha that even though economic development in the country had increased the income of the people, certain types of recreation activities could only be pursued by people in the higher-income brackets.⁴⁷ For example, golf, according to Suwannabriksha, could only be afforded and enjoyed by the upper-middle-class and the bureaucrats of the country. Tennis was played in the private clubs which catered only to the bureaucrats or civil servants in some provinces. Public tennis courts in Bangkok did not come into existence until 1966 when the courts used in the Fifth Asian Games were opened to the public. As far as the working class was concerned they enjoyed watching organized public sports such as soccer and rugby football, which were encouraged and promoted by the Department of Physical Education. Thus, Saturday and Sunday became the common time for recreation for many people in the urban areas. As a result, many sports associations were established and by 1966 there were 20 associations -- all within the vicinity of Bangkok.⁴⁸

Along with the development of new patterns of

recreation, there were also changes in facilities brought about by the new development of technology. One of the most significant contributions of new technology to Thailand was in the source of lighting. In 1959 the floodlights were installed at the National Stadium in Bangkok for the first time.⁴⁹ As a result, sporting activities at night were made possible, and the introduction of this source had a considerable influence on the development of sporting facilities, the use of which could be extended into the evening.

The increase in number of participants and spectators throughout the 1950's as a result of several related factors such as technological changes and urbanization. Industrialization affected the lives of many in their mode of living. Improvements in the means of communication and transportation and a general rise in the standard of living among the urban dwellers enabled them to become more aware of sport and also to become more active as participants as well as spectators.

Consequently, a necessary outcome of this growth was the reconstruction of the National Stadium to accommodate the larger numbers of participants and spectators.⁵⁰ The year 1959 could almost be marked as the new era of technological impact on sport in Thailand. Besides the introduction of the new floodlights at the Stadium, the wooden stands were replaced by steel stands in 1959 and eventually to a cement construction right around the Stadium in 1966.⁵¹ This was

also due to the fact that the city of Bangkok was preparing for the First South East Asia Peninsular Games in 1959 too. Furthermore, in the 1950's many new facilities were donated by private enterprise businessmen who realized that sport was a good investment. For example, in 1959 two sets of electric scoreboards and timing devices were donated and installed, one set at the National Stadium and the other at the basketball gymnasium. These gifts came from two watch companies in Bangkok.⁵²

Other facilities which received changes and reconstruction were the running tracks at the Stadium which was resurfaced from a hard red-dirt to a compact ash-coal.⁵³ The other change was the replacement of cement floor to wooden floor for basketball competition in the basketball gymnasium.⁵⁴ This also marked the first occasion that the game was played on a wooden floor to comply with international standard. The key point here is when basketball facilities met with the required standards more people began to attend the game. As a result, a new concrete stand was constructed in 1962 to accommodate more spectators.⁵⁵

Thus, with the development of new technology and the introduction of the new source of lighting more games could be competed in one day on the same ground. This also meant the new source has enabled more people to participate in competitions which naturally created more production of sporting goods to the market to meet the public demands.

It is to be expected that physical education would have reflected these changes by making corresponding adjustments. This was borne out in the National Education Act of 1960 when a greater variety of activities was included in the physical education curriculum. It was the hope of the administrators to provide as many activities as possible so that there would be some carry-over activities for students to enjoy in their leisure time once they left schools. Furthermore, the comprehensive schools provided more hours of instruction in physical education than all other schools in the country. This indicated that a need was felt to provide for activities in which students had a strong interest, and to adjust to the increased leisure time they might confront later in life. However, to many of the schools in the country, school physical education programmes depended entirely on the type of facilities possessed. Thus, even though the curriculum might have specified certain activities the school might not be able to provide them due to the great lack of facilities.⁵⁶

Among the people in the rural areas the economic development, industrialization and technological advance had not affected their traditional way of life to any great extent. Despite the lower income of the rural dweller as compared to the urban families, a few luxury items such as bicycles, motorcycles and radios were acquired to make life more pleasant.⁵⁷ In as far as sports and recreation were concerned the rural people continued to enjoy a variety of

traditional sporting events such as, Thai boxing and takraw.⁵⁸ Other than that, they attended ceremonies in their villages such as Buddhist Lent, New Year festivals, birthday celebrations, funerals, marriages -- all highly social occasions and activities in which every village participated. Usually at these festivities some traditional activities like the ramwong, a communal folk dance and the moh-ram, the traditional rhyming duets so popular in the Northeast Region, took place.⁵⁹

The rural people eyed school physical education programmes with scepticism. The fact that economic development and industrialization had come to Thailand had not changed their outlook towards this activity to any great extent.

Thus, the result of economic development, industrialization and urbanization in Thailand, especially in the 50's up to 1966, had some implications for both sports and physical education but mostly in the urban areas of Bangkok and Thonburi. This was due to the fact that Bangkok is the capital city, the political, social and economic center of Thailand.⁶⁰ These developments also brought about changes in patterns of leisure and recreation among the urban dwellers too. With the increase in leisure time and money to spend and the accessibility to automobiles, the varieties of recreation activities emerged. However, these developments and Westernization had not affected the traditional life-style of the rural people very much.

FOOTNOTES

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⁵Blanchard, op.cit., p. 246.

⁶Ingram, op.cit., pp. 43-52.

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⁸International Bank for Reconstruction and Development, A Public Development Program for Thailand (Baltimore: Johns Hopkins Press, 1959), pp. 95-96.

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¹⁴Ingram, op.cit., pp. 26-29.

¹⁵Ibid., pp. 87-92.

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²⁴UNESCO. The Work of the UNESCO Technical Assistance Mission in Thailand (Bangkok: UNESCO Regional Office, no date), p. 1.

²⁵Minutes of the Second General Meeting of the Regional Education Officers Conference, Ubol, July 14, 1955 (from the files, UNESCO Regional Office, Bangkok), p. 2.

²⁶Ibid., p. 6.

²⁷ Ronald Nairn, International Aid to Thailand, The New Colonialism? (New Haven: Yale University Press, 1966), p. 51.

²⁸ Ibid., p. 30.

²⁹ Blanchard, op.cit., p. 389.

³⁰ Ibid., pp. 389-394.

³¹ Ibid., p. 393.

³² Ibid.

³³ See Chapter III.

³⁴ When WHO and UNICEF withdrew their field support in 1951 it was estimated that some 77,000 people were enjoying some degree of immunity from the anopheles mosquito, malaria carrier. By 1963, through continued activity of the Thai government with strong moral support and incidental grants from WHO and UNICEF, it was estimated that some 15 million people benefited from the spraying programme. (Ministry of Public Health, Health Services of Thailand (Bangkok, 1961), p. 12.

³⁵ In 1958 the combined total of the direct investment and other private long-and-short-term loans from abroad was 363.1 million Baht, but the figure increased to 448.7 million Baht in 1960, rose to 756.6 million Baht the following year, and jumped all the way to 1,505.6 million Baht in 1962. Foreign private investment in Thailand has been maintained since then at a high level. (Committee for Economic Development, Economic Development Issues: Greece, Israel, Taiwan, and Thailand (New York: Frederick A. Praeger Publishers, Inc., 1968), p. 201.

³⁶ Ibid., pp. 202-205.

³⁷ Ibid., p. 187.

³⁸ Blanchard, op.cit., p. 116.

³⁹ Silcock, op.cit., p. 45.

⁴⁰ Virginia Thompson. Labor Problems in Southeast Asia (New Haven: Yale University Press, 1947), p. 242.

⁴¹Committee for Economic Development, op.cit.,
p. 189

⁴²Blanchard, op.cit., pp. 368-373.

⁴³Gunther Luschen, "The Interdependence of Sports and Culture," in The Cross-Cultural Analysis of Sport and Games, ed., by Gunther Luschen (Champaign, Ill.: Stripes Publishing Company, 1970), p. 88.

⁴⁴Punya Somboonsilp, "Health, Physical Education and Recreation," in The World Today in Health, Physical Education and Recreation, ed. by C. Lynn Vendien and John E. Nixon (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968), p. 329.

⁴⁵As late as 1941, there were only 2000 motor vehicles in Bangkok and even fewer in the rural areas. By 1963 there were 46,747 passenger cars in Bangkok and Thonburi areas and as many as 45,031 motor vehicles of other types. In 1965 there were 58,369 passenger cars in these two metropolitan areas. (Source: Police Department Annual Reports 1962-1966).

⁴⁶Government of Thailand, op.cit., p. 401. Also see The International Bank for Reconstruction and Development, op.cit., pp. 120-121.

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⁴⁸Government of Thailand, 1968, op.cit., p. 639.

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⁵⁰Ibid., p. 605.

⁵¹Ibid.

⁵²Ibid., pp. 605-606.

⁵³Ibid., p. 605.

⁵⁴Ibid., p. 606.

⁵⁵Ibid.

⁵⁶Somboonsilp, op.cit., pp. 331-333.

⁵⁷Committee for Economic Development, loc.cit.

⁵⁸Nairn, op.cit., pp. 72-73.

⁵⁹Ibid.

⁶⁰Blanchard, op.cit., p. 407.

CHAPTER VI

THE RELATIONSHIP BETWEEN THE MILITARY AND THE DEVELOPMENT OF SPORTS AND PHYSICAL EDUCATION

Prior to the revolution of 1932, the military, along with other Thai bureaucratic structures, had been subject to a variety of forces which were influential in the formulation of the decision to strike against the government. Military officers from the late 19th century onward had been sent abroad regularly for study in Europe under the auspices of the Royal Government. They were often infused there with a taste for making progress for the country upon their return. But when they returned home any knowledge or sense of responsibility they had acquired abroad was frustrated by the high princes and their friends, who held a monopoly on the top posts and the making of important decisions. One of these frustrated military officers, Phya Phahon Phonphayahasena, leader of the 1932 coup, once said,

. . . At the very base (of my reasons for joining in the coup) was the birth of the feeling that in the government at that time, high officials and princes acted according to their whim and were not willing to pay heed to smaller people even though there were reasons for believing them. The elites mostly felt that the soundness of the opinion of lesser people was not important. What was important was whether or not it pleased them.¹

In addition to the lower officers being generally disregarded, the Ministry of Defence was disturbed in the early 1930's by substantial budget cuts. The extent of this

disturbance was indicated by the fact that Prince Boworadet, Minister of Defence from 1928-1931, resigned over the cut in the military budget.² Such a political resignation was in itself an important event. It also furthered the dissatisfaction among the military.

RISE OF THE MILITARY

The revolution of 1932 provided the necessary impetus from which the military plunged into the political life of Thailand, although at the beginning of the constitutional regime the role of the military had not been overwhelming, and civilians held a dominant position.³ Military officers comprised only sixteen of the seventy persons named to the House of Representatives. The first Prime Minister was a civilian. The first constitution was written by a civilian and the committee appointed to draft the permanent constitution was mainly civilians.⁴ Under these circumstances the civilians might have emerged as the leading force in the government had they remained unified. But they did not.

The dispute arose between Nai Pridi Phanomyong, one of the leaders of the coup, and Phya Manopakorn, who, although not a participant in the coup, had been chosen to serve as Prime Minister. The dispute, which initially involved an economic plan, developed into a virtual counter-coup, in which Phya Manopakorn closed the National Assembly.⁵ Several military leaders of the group with the approval of

many high civilian officials reacted by seizing power and reopening the Assembly. The military group felt that Pridi's economic plan was too communistic, and they also disagreed with Phya Manopakorn's tactic. Thus for the second time in a year the proponents of constitutional government revealed their dependence upon military support.

From the second conflict the indispensability of the army had been demonstrated. Furthermore, because of his role in the oust of Phya Manopakorn, Lieutenant Colonel Luang Phibunsonggram emerged as the most prominent of the young army officers.⁷ In 1934 he became Phya Phahon's Minister of Defence. The dynamic manner in which he built up the military, as well as the ruthless way in which he suppressed opposition to himself and the regime, cemented his grip on the army organization.⁸ During his tenure as the Minister of Defence the budget of the defence establishment was doubled.⁹ He also undertook a campaign of public relations which emphasized the indispensability of the military to the nation. He made speeches comparing his administration favourably with the royal administration and saying that a strong military was necessary to prevent other countries from bullying and oppressing Thailand.¹⁰ By his activities he constructed a solid constituency in the army. In 1938 he succeeded Phya Phahon as Premier.

Between 1938 and 1944 Premier Phibunsonggram and the army were firmly in control of the country. He instituted a

nationalist policy directed initially against the Chinese minority in Thailand and then against France on the border of Indochina. At the same time he gradually led Thailand into a close association with Japan, first of all commercially and then in political terms.¹¹ Phibunsonggram's coming to power and the increasingly warlike situation in which the country found itself meant greater influence for army officers in the government. Civilian members continued to co-operate, although with less enthusiasm. Gradually one by one the more important civilians withdrew or were ousted from the government. Thus the military established their role of political dominance.¹²

Phibunsonggram's cabinet was overthrown in 1944. This marked the first direct challenge to the position of the army in politics since the take-over in 1932. It occurred when, confronted by the decline in power of Japan with whom the armed forces had associated and by the increasing hardships among the people of Bangkok, people moved against Phibunson-gram and the officers around him.¹³ During this time Pridi attempted to make a come-back and was successful to the extent of creating a civilian parliamentary group. However, in 1947 Phibunsonggram staged another revolution which ousted Pridi for good.¹⁴ Of the 36 leading figures of the coup, 33 were army officers, two were air force officers, and one was a police officer.¹⁵

At the successful conclusion of the 1947 revolution

Phibunsonggram remarked that the coup was carried out "to exonerate the honor of the army which had been trampled under foot."¹⁶ At the same time the military leadership assumed the authoritarian role of savior of the nation from "the dishonesty and evil of various kinds in the government circle,"¹⁷ and thereby took as its trust the guarantee of orderly and good government. Such a stance served to rationalize the authority of military leaders in politics.

In the course of his rule over the country Phibunson-gram, since regaining control of power in 1947, had to beat back two serious challenges from other military groups -- one in 1949 and the other in June 1951.¹⁸ In 1948 an attempt to undermine his control of the army itself was stopped short. Then in 1951, after an unsuccessful attempt by the navy leaders to seize power, the National Assembly was dissolved. This called for a return of the Constitution of 1932 by the Phibunsonggram's group -- which included a provision for the appointment of half the assembly by the government. By means of this consolidation the leadership of the coup d'état group achieved overwhelming political power. By putting loyal officers and followers in all controlling posts, the army had been able to maintain its control and authority over the bulk of the government's organization.

During Phibunsonggram's ten years as Prime Minister (1948-1957), actual power gravitated towards three rival leaders of the "coup group": Phao Sriyanond, the chief of

police; Sarit Thanarat, Field Marshal of the eighty-five-thousand men of the armed forces; and Phibunsonggram himself.¹⁹ Phibunsonggram's position in power depended upon the mutual support of both General Phao and Field Marshal Sarit, who were both about the same age and inevitably in competition to succeed Phibunsonggram as leader. These two cliques were mutually exclusive, and the rise to the top by one of them would be incompatible with the expectations of the other. Between 1955 and 1957 the cliques intensified their differences. However, the Phibunsonggram and General Phao groups were finally ousted in 1957 by Field Marshal Sarit who was backed by the army and moved in to "clean up the mess."²⁰

New elections were carried out in 1957, after which Sarit tried to form a new parliamentary group, which was intended to amalgamate the various elements of parliamentary support, appointed or elected. Owing to ill health, he named his immediate deputy in the army, General Thanom Kittikachorn, to the Prime Minister's office while he went abroad for medical treatment. However, the indecisiveness of the caretaker government prompted Sarit's return from abroad, and he immediately staged another coup, overthrew the constitution and set himself up in 1958 as a military dictator of the Revolutionary Party.²¹

In January, 1959, a new temporary constitution was decreed. It provided for an appointed assembly with the dual function of a legislative body and a constitutional assembly.

Field Marshal Sarit took the Premier's office himself. A tough line was proclaimed against dissident elements and corruption. A number of the loudest parliamentary and journalistic opponents of the government were jailed and a few men executed for political and social crimes.²² Once again, Field Marshal Sarit established tight army control on the machinery of the government in the pattern of the coups of 1947 and 1951.

At the time of Sarit's death in 1963 General Thanom Kittikachorn took over as Prime Minister of Thailand. The pattern of administration followed the same line as in the past -- army and other armed forces officers were recruited to top executive posts in the country. The government of General Thanom has continued in power up to the present time.

What are the reasons behind the fact that the relative power of the army among the various bureaucratic agencies has proved so overwhelming? The first and perhaps the most obvious characteristic is the control over arms. But there are other characteristics which also must be considered. The nature of the army's organization is another important factor. The organizing principle of the army is unmistakably that of a hierarchy. In Thailand this fitted the traditional modes of social organization as well as Thai attitudes. According to the research in connection with the psychological content of social organization carried out in central Thailand by L.M. Hanks, Jr., and Herbert Phillips, it was found that

the Thai understood social organization only when patterned in subordinate-superordinate terms.²³ In the words of the authors:

Group coherence depends on status inequality. It is difficult for an equal to give anything of value to an equal or to command his respect. Indeed he stands as a potential competitor for favors. Group solidarity requires . . . framing unambiguously the relative rank of each.²⁴

Thus, it is contended here that in a society which has such a sociopsychological taste for heirarchy a military organization will very likely be a strong one. To reinforce the strength of such heirarchical organization the army can always call upon the disciplines of loyalty and swift punishment. Furthermore, respect, deference, and loyalty to one's superiors is also a large element of traditional Thai social thought, and the army can call upon them at will.²⁵

One other characteristic which gives the army additional means of solidarity and esprit de corps is the distinctive uniforms and insignia, ranks, titles and other symbolic apparatus of the organization as a whole or of particular unit.²⁶ Members of the army can be expected to have an allegiance to the organization as well as to individuals in it. As a result, each member of the army becomes concerned relative to the role and place of the organization in the country. The army's honor becomes an issue of personal honor.

Furthermore, soldiering is now a profession and is attracting the youths in the country. As mentioned

previously, prior to 1932 young men tried to avoid conscription. Since the success of the country's first revolution, the prestige of military, especially the army, has risen remarkably. The fact that some of the military men have entered politics and have assumed unusual authority, has helped cement this shift. Thus, the recruitment and training of personnel have become a necessary part of the military and the army. These activities are particularly important in regard to the officer corps. The army, as well as the other services, maintain cadet academies which, because of the prestige of the military officer's role, receive large numbers of applicants each year.²⁷ They are thus able to select candidates whom they want. This selection in itself contributes to the tradition of the military as an elite group, and the graduates of the military academies are the elite of the military services.²⁸ Moreover, control over education permits the army to mold the candidate officer's mind, including his attitude toward politics. Under such circumstances it is not surprising that military officers in Thailand share certain attitudes and ideas which distinguish them from civilians.²⁹

The military is also judicially independent which means that soldiers live under strict military law and are tried in military courts. However, the flexibility of military law has at times been extraordinarily broad. For example, in 1939, when a group of conspirators was brought to trial for revolt, it was decided by the government, then

under Phibunsonggram's firm control, that because some of the accused were army officers all of them should appear before a special court under military auspices.³⁰

Finally, the Ministry of Defence engages in a number of extra-military activities. It directs several industrial enterprises, including a fuel distribution organization and factories producing batteries, leather goods, glass, woven cloth, and canned food.³¹ Military units operate a majority of commercial radio broadcasting stations and a television station in the country. The ministry is also a shareholder in the Military Bank, a private commercial venture. Many top military personnel also hold directorships or chairmanships of many of the private enterprises. This type of administrative autonomy is widespread in the government, but in the military it is highly developed for two reasons. One is the very simple consideration that the army wants it that way and can insist on it. Secondly, the military has control of far greater financial resources than other agencies and therefore has an unusual degree of flexibility.³²

In terms of the soldier's role in politics the first priority has to do with his attitude toward the nation. One of the most important justifications of the military is its purpose as bearer of the national honour, defender of national independence, and symbol of national status in the world community.³³ The second allegiance of the Thai officer is to the simple virtues: love of duty, love of honour and

love of nation, all of which constituted their character traits.³⁴ Finally, the soldier is oriented toward action and leadership.³⁵ The military academies put a great deal of emphasis upon qualities of leadership in the training programme. Thus, imbued with a sense that the country's fate and honour depend upon him the Thai officer does not hesitate to press his case and that of the army itself. To him it seems that what is good for the army is good for the country. He therefore, graduates as a model of the good army officer: decisive, active and assured.

IMPLICATIONS FOR SPORTS AND PHYSICAL EDUCATION

After the coup d'état in 1932 the People's Party began its responsibility in preparing the people for full democracy by passing the new National Education Act in the same year. With this new Act physical education was included as an integral part of the studies. In order to be certain that physical education was given to as many students as possible the government established the Department of Physical Education in 1933 under the jurisdiction of the Ministry of Education, and appointed Navy Captain Luang Suphachalasai to be its first Director General.

It was understandable that a military person was appointed to this post considering the situation in the country at the time. Furthermore, Navy Captain Luang Suphachalasai was an active member of the revolutionary party.³⁶ His responsibilities within the new Department included the

development of physical education teachers' training school to provide the country and the armed forces with competent specialists to train the cadets in physical fitness. This was the first formal occasion that the Thai Armed Forces emphasized physical fitness.³⁷ It coincided with the rise of the military and the general unsettled situations in the country prompted by the revolution of 1932. In general, the rise of the military and its relationship to physical education had been commented upon by Daniels:

Sport and physical education have a long history of relationships with the military establishment and national security. In World War II, sports were used as part of the training experience in preparing personnel for combat and service duty. They were also used for maintaining morale and fitness in rest areas in the theatres of combat. Toward the end of the war, and for some time following, they were included as an integral part of the military medical rehabilitation program. Today, fitness through sports and exercise is considered a primary factor in national security.³⁸

Another impetus was given to physical fitness in 1935 when Luang Phibunsonggram, then Minister of Defence established a youth movement called Yuvachon.³⁹ By 1937 this movement was known and seen all over the country.⁴⁰ The objective of the movement was to train young men in the country in physical education and military discipline. They were provided with uniforms for recognition, unity and to instill the sense of pride into them. They were reviewed at one time or another by military officers. There were three grades of Yuvachon. The first was for boys above fifteen years of age whose parents were willing to have them trained. The second group, or fully trained stage, was for boys in the

secondary schools. They must be at least 145 centimeters tall and have a doctor's certificate for physical fitness. Finally the officer grade was for students at Chulalongkorn University.⁴¹

It is interesting to note that the initiator of the Yuvachon movement in Thailand, Luang Phibunsonggram, pursued military studies in France in the 1920's.⁴² He was a Major at the time of the 1932 coup but two years later, at the age of thirty-seven, he was Minister of Defence, Colonel and Deputy Commander-in-Chief. In 1938 he was Prime Minister of Thailand.⁴³ The youth movement in Europe during the time that he was there seemed to have influenced him and perhaps was the motivating force behind the development of the movement in Thailand. However, when he departed from the political scene in 1957, so also did the Yuvachon movement.

These two movements, the establishment of the Department of Physical Education and the Yuvachon, were initiated by members of the People's Party. They could be viewed in terms of their recognition and the realization of the part played by the military groups at the time and the expectation of their role in the future. The fact that the military is the defender of the country has not been severely tested in Thailand. Besides having taken forces in the First World War, the Korean War, and the most recent Vietnam War, the Thai Armed Forces have been devoting their time to political activities, and planning for defence from external

attack which, no doubt, would normally require considerable staff effort.⁴⁴ This still left many of the military personnel with a great deal of free time.

MILITARY SPORTS

As a result of the free time available to military personnel, a plan for military sports was drawn up by the army and implemented for the first time among the army personnel in 1949.⁴⁵ It was deemed that sport, with all its inherent values, could contribute physical fitness, endurance and alertness to all the service men and women, thus, using sport as part of the training experience in preparing these men and women for combat and service duty.⁴⁶ In the beginning the sport organization of the army was divided into two sections, one for interservices military sport while the other was for public sport in which the army wished to compete. The success of the army games in 1949 warranted the extension of the competitions to all the Thai Armed Forces in the country. Consequently the following year marked the first Thai Armed Forces Games.⁴⁷ Due to the fact that the army had the largest number of manpower in its force, the organization of the Games were handed over to them.⁴⁸

The Thai Armed Forces Games (TAFG) were usually dominated by the army. This did not discourage the navy and the air force who established a department of sport within their own forces to promote sports among the members of their respective groups.⁴⁹ As a result the number of sports were

extended from 8 in 1949 to 23 sports by 1968.⁵⁰

In the meantime the Armed Forces Games began to receive attention and approval from top military personnel in the country. They felt that sports had enabled the Thai Armed Forces to unite together.⁵¹ Consequently, support in the form of finance as well as facilities and coaching were provided in order to assure the maintenance and the success of the Games which have been held every year up to the present time. The success of the Games cannot be overrated, especially when General Prapas Charusathien, Minister of Interior and Commander-in-Chief of the Army, expressed his wishes that the main contingent of Thai athletes should come from the armed forces.⁵²

The General's wish was by no means based on unfounded evidence. In 1966 the Thai Armed Forces was accepted as a member-country of the International Military Sports Council (CISM), which began its organization in 1946 and comprised 44 participating member countries.⁵³ The purpose of this organization is to promote military sports and better understanding among the international armed forces.⁵⁴ As the name implied, only military personnel were allowed to enter these competitions which are held every year in different countries. The events in the competitions are militaristically inclined. For example, there is the military pentathlon which consists of shooting, swimming, steeplechase, hand-grenade throwing, and cross-country running. The navy pentathlon comprised

obstacle races, life-saving races, seamanship races, utility swimming races and amphibious cross-country races. Besides these activities there are other combative sports which included boxing, wrestling, judo, fencing, and other team sports such as football (soccer), basketball, shooting, field hockey, volleyball, and handball.⁵⁵

MILITARY AND PUBLIC SPORTS

Military sport which began in 1949 made a lasting impression upon the public in the following year when the Thai Armed Forces began sending teams to compete with civilians in various sports. At first they competed in only a few sports such as soccer, rugby football and takraw. In part this was due to the fact that they were experimenting with the programme and most of the budget had been put aside to promote the Thai Armed Forces Games.⁵⁶ The public began to enjoy the sport encounters between the military teams and the civilians. The military teams, with greater degree of physical fitness, endurance and their robust play, were able to accomplish quite a number of successes. This prompted them to increase their participation in public sports.⁵⁷

It was not until 1963 that all the armed forces in the country began to invade all the public sports in earnest. This was due to the fact that in the Fourth Asian Games in 1962 which were held in Djakarta, Indonesia, there were only a handful of athletes from the armed forces out of the 120 representatives from Thailand.⁵⁸ According to Colonel

Romyanond, who accompanied the team to the Games, there should have been more representatives from the military groups especially in the shooting events in which, according to the Colonel, military personnel were better trained and equipped than the civilians. He also pointed out the fact that most countries in the Fourth Asian Games were represented by military personnel in the shooting events. However, he admitted that it was the military's fault for not sending their men to the trials.

Upon his return to Thailand a report of this incident was submitted to General Prapas Charusathien, and in 1963 the army began to hold their own shooting contests at various new shooting ranges. Other sports were also introduced to all the forces in the country and by 1966 the army alone had entered into 20 different sports competitions. In that same year, when Thailand was to play host to the Fifth Asian Games, the armed forces had their representatives in the national team in almost all sports, most particularly in the shooting events which the Thai athletes won two gold medals for their country.⁵⁹

There was a mutual agreement between Colonel Romyanond and Major Dejkamolton,⁶⁰ a physical education instructor of the Army, that athletes from the armed forces were of better quality, were better disciplined, and had a stronger desire to do well than did civilian athletes from the various clubs in the country. Military athletes trained

harder and lived under strict military disciplinary system. Both Ramyanond and Dejkamolton felt that the general standard of the Thai athletes and sports in Thailand would be greatly improved if more military personnel were elected to administer all sports in the country.⁶¹ Their justification was that in time of peace a great many of the military personnel had a lot of free time. Moreover, the army had the greatest number of servicemen among the Thai armed forces who would be able to work for the development of sports in the country. Colonel Romyanond also pointed out that the military could get things done quickly and further that they could successfully request financial assistance from most of the private enterprises as well as other various sources. Financial assistance is a much-needed resource for the development and promotion of sports. Romyanond personally felt that without military assistance the development of sports in Thailand would be in great jeopardy.⁶²

One of the responsibilities of the Department of Physical Education was to supervise public sport.⁶³ In the early 1950's Lieutenant General Prachern Nimitbutr was the second military personnel to have been appointed Director General of the Department of Physical Education. All subsequent appointments have been civilians. In 1950 General Prapas Charusathien was elected President of the Thai International Olympic Committee, a position he has held up to the present time.⁶⁴ In the early 1960's all of the 20 amateur sport associations in the country elected leading

military or police personnel as executives of their associations usually as President of the Association. For example, Police Lieutenant General Torsak Yomnak is the President of the Associated Football Association; General Them Hormsetthi of the Amateur Athletic Association and Table Tennis Association; and Air Marshal Dawee Chullasaph of the Fencing Association.⁶⁵ In 1964 General Prapas Charusathien was appointed President of the newly established Sports Promotion Organization of Thailand.⁶⁶ As part of the preparation for the Fifth Asian Games to be held in Bangkok in 1966, Air Marshal Dawee Chullasaph was appointed in 1964 the President of the Organizing Committee. The subsequent appointments of chairman of various subcommittees involved many of the top military or police personnel in the country.⁶⁷

However, there are some disagreements to the military involvement in the administration of sports in Thailand. Somboonsilp stated that the interest towards sports shown by the military was encouraging but expressed his concern that if these military and police personnel were allowed to dominate the administration of all amateur sports in the country the decline of sports would be most imminent.⁶⁸ He pointed out the fact that a few individual military or police personnel were members of more than three or four associations, while one military person was elected executive member of more than ten associations. It would appear, according to Dr. Somboonsilp, that there would be a great lack of efficiency in their work. He emphasized the need for a

reorganization of the structure of sport administration in the country, calling for a more stringent rule that would allow a person to be elected as an executive member of only one sport association or two at the maximum. More civilians should be encouraged to participate in executive capacities, in working for the development of sport in the country.

Lekayanond,⁶⁹ a former Director of Physical Education Promotion and an executive member of the Organizing Committee of the Fifth Asian Games, responded unfavourably to the military involvement in the administration of sport. He felt that most of them lacked the necessary knowledge of how to run sport for the people of the country. However, he accepted the fact that they were most capable in raising funds necessary for the development of sport. Both Dr. Somboonsilp and Mr. Lekayanond agreed that owing to the increased free-time in peace time many of the military personnel were able to venture into other areas of administration in the country which were normally manned by civilians. Sport seemed to be one of them.

Thus, with the rise of the military in 1932 the country has been witnessing the spread of power among the military, especially the army, into many areas of life of the people in Thailand. Besides guarding the country the military has also devoted time to promoting several industrial enterprises, a military bank, and sharing responsibilities in some of the private enterprises in the country. More recently,

recognizing the health enhancing potential and values of sport many of the military and police personnel have redirected their enthusiasm to the development of sport by venturing into the administration of amateur sport associations or being appointed to some government sport agencies -- thus assisting the civilians in enriching another aspect of their lives.

FOOTNOTES

¹Kulab Saipradit, Buanglang kan pathiwat 2475 (Background to the revolution of 1932), (Bangkok: 1947), p. 110. In Thai.

²W.J. Prasangsit, Pathiwat rathaprahan laekabot jalajon nai samai prachathipathai haeng prathet thai (Revolution, Coup d'etat and Revolts in Thailand during the Democratic Period), (Bangkok: 1949), p. 30. In Thai.

³See Chapter II also.

⁴See also K.P. Landon, Siam in Transition (New York: Greenwood Press, 1968), p. 17.

⁵Ibid., pp. 29-31.

⁶Ibid.

⁷Ibid., p. 32.

⁸David Wilson, Politics in Thailand (Ithaca, New York: Cornell University Press, 1967), pp. 204-205.

⁹Landon, op.cit., p. 55.

¹⁰Ibid., pp. 54-55.

¹¹Stuart Simmonds, "Thailand - A Conservative State," in Politics in Southern Asia, ed. by Saul Rose. (New York: St. Martin's Press, 1963), p. 127.

¹²Wilson, op.cit., pp. 208-210.

¹³Simmonds, op.cit., p. 128.

¹⁴D. Insor, Thailand, A Political, Social, and Economic Analysis (London: George Allen & Unwin Ltd., 1963), pp. 79-84.

¹⁵David A. Wilson, "The Military in Thai Politics" in The Role of the Military in Underdeveloped Countries ed. by John J. Johnson (Princeton, New Jersey: Princeton University Press, 1962), p. 261.

¹⁶Prasangsit, op.cit., p. 170.

¹⁷Ibid.

¹⁸There are three military services in Thailand - army, navy (including marines), and air force - as well as a para-military police force. The three services are administered by the Ministry of Defence, and the police is a department of the Ministry of Interior. All of these services have distinct political roles and each has at least some troops available for deployment.

¹⁹Claude A. Buss, Contemporary Southeast Asia (Toronto: Van Nostrand Reinhold Company, 1970), pp. 93-94.

²⁰Wilson, op.cit., p. 264. See also Buss, op.cit., p. 96.

²¹Buss, op.cit., p. 97.

²²Wilson, op.cit., p. 265.

²³Lucien M. Hank, Jr., and Herbert P. Phillips, "A Young Thai from the Countryside," in Studying Personality Cross-culturally, ed. by B. Kaplan (Evanston, Ill.: Row, Peterson and Co., 1961), p. 642.

²⁴Ibid.

²⁵Wendell Blanchard et al, Thailand, Its People, Its Society, Its Culture (New Haven, Connecticut: Human Relations Area Files, Inc., 1958), pp. 480-485.

²⁶Wilson, op.cit., p. 268.

²⁷Ibid., p. 269.

²⁸Ibid.

²⁹Ibid., p. 270.

³⁰Bangkok Times Weekly Mail, February 6, 1939, p. 23.

³¹Wilson, loc.cit.

³²Ibid.

³³Wan kong thap bok (Army Day), Bangkok, 1955
unpaged.

³⁴Ibid.

³⁵Ibid.

³⁶Virginia Thompson, Thailand, The New Siam (New York: Paragon Book Reprint Corporation, 1967), p. 78.

³⁷

Charles Dailey, "Physical Education in Thailand," in Physical Education Around the World Monograph No. II ed. by William Johnson (Indianapolis: Phi Epsilon Kappa Fraternity, 1968), p. 70.

³⁸A.S. Daniels, "The Study of Sport as an Element of the Culture," in Sport, Culture, and Society, ed. by John W. Loy, Jr., and G.S. Kenyon (London: Collier-Macmillan Limited, 1969), p. 20.

³⁹Landon, op.cit., p. 57.

⁴⁰The Nation, November 9th, 1938, reports over ten thousand members in Bangkok and vicinity alone.

⁴¹Landon, loc.cit.

⁴²Insor, op.cit., p. 75.

⁴³Ibid.

⁴⁴Wilson, op.cit., p. 273.

⁴⁵Kong Visudharomn, "Physical Education in Thailand," (a paper presented to the National Defence Council of Thailand, Bangkok, 1962), p. 45.

⁴⁶Ibid.

⁴⁷Colonel Anu Romyanond, Karn kila thaharn rawang prathet kap kongtap thai, (International Military Sports and the Thai Armed Forces) A report to the Army College, 1972, p. 22.

⁴⁸Ibid.

⁴⁹Ibid., p. 24.

⁵⁰Ibid., p. 23.

⁵¹Ibid., p. 33.

⁵²Opening speech by General Prapas Charusathien at the Thai Armed Forces Games on February 2, 1967.

⁵³Romyanond, op.cit., p. 34.

⁵⁴Ibid.

⁵⁵Ibid., pp. 36-38.

⁵⁶Colonel Anu Romyanond, private interview held during a meeting on August 1, 1972, at the Army Officers' Club, Bangkok, Thailand.

Colonel Romyanond is presently the Director of Army Sports. He is a well-known figure in the sport-circle in the country. In 1971 he was elected as an executive member of 14 different sport associations.

⁵⁷Romyanond, op.cit., p. 22.

⁵⁸Romyanond's interview.

⁵⁹Ibid.

⁶⁰Major Pramual Dejkamolton, a private interview held during a meeting on August 1, 1972, at the Army Officers' Club, Bangkok, Thailand.

⁶¹Romyanond's interview.

⁶²Ibid.

⁶³Ministry of Education, The History of the Ministry of Education 1892-1964 (Bangkok: Guru Sapha Publishing House, 1964), p. 594.

⁶⁴Thai International Olympic Committee, Pramual ruang rao karn pen ma kong karn kangkan kila lamthong (Informations concerning the emergence of the Southeast Asia Peninsula Games) (Bangkok: 1958), p. 5.

⁶⁵These military or police personnel used in the examples were quoted by Colonel Anu Romyanond to demonstrate his point of the trend of military's involvement in public sports. However, these personnel are still holding to those positions at the present time.

⁶⁶Sport Promotion Organization of Thailand, "Football" in Sport Journal, Vol. I., No.4, Bangkok: March 1967), p. 11.

⁶⁷Ibid., p. 12.

⁶⁸Punya Somboonsilp, private interview held during a meeting on August 14, 1972, at the College of Physical Education, Bangkok, Thailand.

⁶⁹Swasdi Lekayanond, private interview held during a meeting on August 14, 1942, at the Head Quarter Sports Promotion Organization of Thailand, Bangkok, Thailand.

CHAPTER VII

POLITICAL DEVELOPMENT AND IMPLICATIONS FOR SPORT AND PHYSICAL EDUCATION

Since the monarchy constitution was instituted in Thailand in 1932, the life of the masses had continued in the same agricultural pattern as before. Only a small percentage of the Thai people had exercised their right to vote for members of the new parliament.¹ It could almost be assumed that the revolution of 1932 had simply transferred power from royalty to the group of intellectual and military personnel in the country at the time. Since then the political history of Thailand has chiefly been a struggle for power among and by various military personnel.² The military government has become the dominant social institution and has consequently assumed more and more control over many aspects of life, and the total administration of the country.

GOVERNMENT AGENCIES FOR SPORT ORGANIZATION

One of the first acts by the People's Party in 1932 was to pass the new National Education Act of that year. It was a gesture in accordance with the promise it had given to the public earlier as a preparation for full democracy. Following this Act was the establishment of the Department of Physical Education in 1933 to be responsible for school and public sports. This was the first indication that the government was moving into the realm of sport organization

in the country. From 1933 onward the department had taken sole responsibility in the area of physical education in schools and sports for both schools and the public. Among public sports the department also assisted various sports associations in their international competitions by providing facilities and personnel to run the tournaments.³ The department was one of the main forces in the organization of the First South East Asian Peninsular Games (SEAP Games) held in Bangkok in 1959 which will be discussed later in this chapter.

SPORTS PROMOTION ORGANIZATION OF THAILAND

The key point here is the fact that even though the degree of sport involvement among the people in the metropolitan area of Bangkok was increasing steadily, the Thai Government had been able to accept the responsibility of organizing and promoting the sporting events with one establishment - the Department of Physical Education. However, with the added responsibility to the government when Bangkok was chosen as the site for the Fifth Asian Games which were to be held in December, 1966,⁴ the Cabinet began to search for the feasibility of another sport organization. The Government, under the Prime Minister Field Marshal Thanom Kittikachorn, thus passed a legislation for the establishment of the Sport Promotion Organization of Thailand in 1964.⁵ To help the smooth running of the Organization the Cabinet appointed General Prapas Charusathien, Minister of Interior and Commander-in-Chief of the Army, as President of the

Organization. Police General Luang Charte Thrakarnkosol was appointed Vice-President, with Mr. Kong Visudharom, who at the time was the Director-General of the Department of Physical Education, as its Director.⁶

The immediate purpose of the Organization in the early stages was to prepare the city of Bangkok and the facilities for the coming of the Fifth Asian Games. The Organization was to coordinate with all other government agencies or private agencies which might be involved with the Games directly or indirectly. But most important of all the Organization was to act as headquarters of the Fifth Asian Games Organizing Committee headed by Air Marshal Dawee Chullasaph. The Organization was the centre for all correspondence with participating countries.

The permanent responsibility of the Organization was to promote sports to be played throughout the country, especially in the rural areas.⁷ According to Singhasaene, present Deputy Director of the Sports Promotion Organization of Thailand, most sports were played in the metropolitan area only, and it was the wish of the Government to promote sports in the rural provinces so that it would be possible to draw national athletes from other provinces besides Bangkok. This also called for the Organization to help support all the amateur sport associations in the country financially as well as technically too. The finance to help support the Organization as well as the amateur sport associations came

from the Lottery Bureau of Thailand. Singhasaenee pointed out that with the establishment of the Sports Promotion Organization of Thailand it was hoped the organization and the promotion of public sport would be in the jurisdiction of the Organization, thus releasing some responsibilities from the Department of Physical Education which could focus more of its efforts upon the development of physical education in all the schools throughout the entire country.

SPORT SCIENCE CENTRE

With the Fifth Asian Games only nine months away in 1966 the government was encouraged by a few medical personnel of the Organizing Committee to establish a Sport Science Centre.⁸ The rationale at the time was the need to examine the fitness of all Thai athletes which, prior to this time, was left to the administrators of each sport association to determine in their own way. It was felt the time was appropriate for Thailand to approach sport competition scientifically as well as technically. The feasibility of such an establishment was presented to General Prapas Charusathien, President of the Sport Promotion Organization of Thailand, by Under Secretary of State of the Ministry of Public Health who headed the Medical Subcommittee for the Fifth Asian Games. The plan was approved and a temporary Sport Science Centre was established in March 1966 at the National Stadium, which also housed the Department of Physical Education and the College of Physical Education. General Prapas Charusathien

appointed Professor Dr. Ouay Ketsingh as the first Director of the Centre.

There were two objectives with regards to the Sport Science Centre. The first was to study scientifically the ways and means to improve the performance of Thai athletes and to keep them in the peak of physical condition at all times. This would involve a great deal of cooperation on the part of the athletes as well as the administrators of all amateur sport associations since they would be required to report all of their athletes for periodical check-ups. The second objective of the centre was to provide free services in the areas of physical fitness testing as well as treating sport injuries. Dr. Ketsingh expressed the hope that in the very near future the Centre would be able to acquire a mobile unit in order to travel in the rural areas and to provide free services in the above-mentioned areas to the provincial athletes. It is the only centre of its kind in the country. In 1966 there were only two medical doctors, including Dr. Ketsingh, appointed to the centre. This was due to the limited budget which was provided annually by the Sports Promotion Organization of Thailand. Thus, it would seem difficult at this time to establish centres of this type in other provincial areas.

Dr. Ketsingh also pointed out that during the Fifth Asian Games in 1966, permission was sought and received from each of the foreign teams to submit their athletes to

physical fitness tests. The data from these tests were to be used to compare with those of Thai athletes. The Government of West Germany also assisted the Sport Science Centre by rushing necessary equipment and personnel to aid the new programme during the Games in 1966.

ESTABLISHMENT OF SPORT ASSOCIATIONS

When King Vajiravudh came to the throne in 1910, sports in Thailand started a new era, due to his personal interest and involvement in this aspect of social life. He was an enthusiast for football and athletics. Football in particular became, with his active support, immensely popular throughout the country, and he himself organized various cup-ties.⁹ He personally encouraged different organizations to form clubs and to compete in various sports. In 1916 he founded the Football Association of Thailand and was the first Royal Patron.¹⁰ It was the first amateur sport association of its kind in the country. The king was so interested in the activities that he was almost always present at the finals of the inter-club matches. Moreover, he sometimes took part in the game himself.¹¹ King Vajiravudh's interest in this game brought the standard of football to a new height in comparison with its infancy a few years earlier. The Football Association of Thailand was recognized and affiliated with the Federation Internationale de Football Association (F.I.F.A.) in 1925.¹² Since then football became the number one sport in the country and had the largest

following in comparison to other sports in the country.¹³ Other sports with early beginnings which had formed their associations and affiliated with the International Organizations included; track and field, rugby football, lawn tennis, judo, basketball and boxing.

TRACK AND FIELD

Although this sport had the earliest beginning (1897) in comparison to other modern sports in Thailand it had not appealed to the younger generation or the general public, thus progress had been very slow. It is interesting to note that track and field was introduced to Thailand in 1897, to celebrate King Chulalongkorn's return from Europe, one year after the first modern Olympic Games were held in Athens (1896). However, a great effort was made by many young Thai students who had returned from studying abroad to introduce the sport to students of high schools and colleges.¹⁴ The result was encouraging and athletic clubs began to appear gradually. In 1949 the Amateur Athletic Association of Thailand was founded by these groups of young enthusiasts. Application for recognition and affiliation to the International Amateur Federation was made, and the A.A.A. of Thailand was accepted as a member in 1950.¹⁵ Since then Thailand has engaged in a wide range of activities especially in organizing international competitions such as

the Asian Games, the South East Asian Peninsular Games and the Olympic Games.

RUGBY FOOTBALL

In Thailand the game of rugby football was first played in 1909. There were no clubs at the time and the game was played enthusiastically every Saturday afternoon on the Phramane Ground where many sporting activities were going on at the same time.¹⁶ Later on the game was played consistently at the Royal Bangkok Sports Club where there were many British and European players. In 1911 the first rugby trophy in Thailand was presented to the R.B.S.C. by the officers of the H.M.S. Hampshire, which was later torpedoed and lost in the North Sea while carrying Lord Kitchener. The cup, known as Hampshire Cup, was presented for a game to be played annually between the British and other combined teams in the R.B.S.C.¹⁷

Between 1928-1940 many Thai students returned home from their studies in Great Britain and continued to play the game. They formed a Turf Club Rugby Club in 1928 and began to play matches against the R.B.S.C. teams.¹⁸ These men also went into high schools and universities to teach the fundamentals of the sport to Thai students. By 1937, a Thai Rugby Union was formed to organize competitions among the local teams and to try to promote the game throughout the country.¹⁹

During the Second World War only a few games of

rugby were played. But the game was revived very quickly at the end of the War. Both the Army and the Air Force of the British Forces stationed in Thailand also participated in the British Council Cup Tournament. From then on the game gained wide popularity among the general public and by the end of 1950 there were 26 teams taking part in various competitions in Bangkok organized by the Thai Rugby Union.²⁰

The game had not only received enthusiastic support from the public but also from the members of the royal family and from military personnel. For instance, in 1954 King Bhumibol Adulyadej, in the name of his son, Prince Vajiralongkorn, donated a cup to be awarded bi-annually to the winners between the Thai Rugby Union and the Malaya Rugby Union. General Prapas Charusathien had also donated a cup in 1959 for local competitions.²¹ The popularity of the game rose sharply and by 1963 there were 33 teams taking part in various competitions arranged by the Thai Rugby Union and the Department of Physical Education.

LAWN TENNIS

Although the game of tennis had been played in the country for as long as the game of rugby football, it has not reached the masses as yet. First and foremost, one must be a member of a sport club in order to be able to play the game (although this situation had changed since public courts were made available at the Department of Physical Education in 1966), and second, the expense involved in acquiring

necessary equipment has discouraged the people in general from playing this game. Thus, if they did not play the game or consistently see the game being played, chances were very little for growth in the popularity of this sport.

Lawn Tennis was another sport played among Thai students who had been studying in Great Britain, or among Westerners at the R.B.S.C.²² King Prajadhipok was very interested in the game and played regularly on his own court in the royal palace. With his personal encouragement the Lawn Tennis Association was formed in 1926 and has been under royal patronage since that time.²³

Toward the end of 1927 the Association organized All-Thailand Championship matches for the first time and had been organizing matches in Bangkok, either at the R.B.S.C. or the Royal Turf Club ever since. It was not until 1951 that regional matches were added. The four regions consisted of: the Central, Southern, North-Eastern, and Northern regions. These regional championship matches were usually held at the Civil Servant Clubs Courts.²⁴

In 1958 the Thai Lawn Tennis Association entered the Asian Zone of the Davis Cup Championships for the first time and has continued to do so.²⁵ From that time onward the Association has entered many international competitions such as the Third Asian Games in Tokyo 1958, First SEAP Games in Bangkok in 1959, Second SEAP Games in Rangoon in 1961, Fourth Asian Games in Djakarta in 1962 and finally in the

Fifth Asian Games in Bangkok in 1966.

JUDO

Since 1907 Judo had been practiced in Thailand by a group of Japanese citizens residing in the country at the time.²⁶ In 1918 His Excellency Prince Vibul Swasdiwong Swasdikul returned from England and began to teach Judo to students of the physical education institute. Among the Prince's students Tim Atipremanonda was the most outstanding and won recognition of the Judo Institute of Tokyo and was the first to be awarded a belt of merit by the Japanese Institute. Another individual who received recognition was Choey Meesrisom who was the first Thai to have passed all the necessary tests and won a belt of merit from the Judo Institute of Japan.²⁷ He was a student sent by the Ministry of Education for further study in physical education in Japan.

The sport of judo has steadily flourished in Thailand. In 1927 the Ministry of Education initiated judo contests for students for the first time. From 1933 onward the Department of Physical Education was responsible for staging these contests for students.

In 1955 the Judo Association of Thailand was established to promote this sport in the country.²⁸ Since then the Association has entered a few international competitions to acquire further experience for club members. The Judo contest in Djakarta in 1962 was the first international

competition. In 1964 a Thai judo team also participated in the 18th Olympic Games in Tokyo.²⁹ They were unable to win medals at these competitions but the lesson and the experience added to the enrichment of this sport in Thailand.

BADMINTON

Although the game of badminton was introduced, presumably by the British, some sixty years ago, the Badminton Association of Thailand was founded only in 1950.³⁰ The following year the Association was affiliated to the International Badminton Federation. When the game was first introduced to the country it was played on outdoor courts where accuracy and other skills of the game were difficult to develop because of the wind. However, since early 1950's indoor courts were built around Bangkok by private badminton clubs for public use and the game began to improve.³¹

In 1951 Thailand ventured into international badminton competition for the first time. The country entered a team in the Pacific Zone of the Second Thomas Cup Competition, and played the first international match against India at Bombay. Due to the inexperience in this class of competition Thailand suffered a defeat in its first try. The Thai team was beaten again by the Indian team in 1954 in the same competition.

The second defeat proved that merely playing the game in the country under existing standards would not greatly

improve the game, and that it was essential for the players of international standards to receive proper coaching and participate in top competitions as often as possible. Consequently, in 1957 the Thai badminton team was sent to compete in Malaya, the champion nation at the time, to gain experience. The result of the Thomas Cup Competition in 1957 proved the point. Thailand beat both India and the American teams on its way to the challenge round where she finally lost to Indonesia.

In the 1960-61 contest, Thailand was the winner of the Asian Zone once again, having defeated Australia and Denmark in the Inter-zone matches. However, history was repeated in the challenge round where Thailand was beaten once again by Indonesia.

Badminton is included in the South East Asia Peninsular Games (SEAP Games) as well as in the Asian Games competitions. The best that Thailand could achieve in badminton from these Games was when she won two gold medals at the Third SEAP Games at Malaysia in 1965, and one gold medal at the Fifth Asian Games in Bangkok in 1966. Keen competition came from athletes from such countries as Malaysia and Indonesia which are often regarded as world contenders in this sport.³²

Up to 1966 Thailand has produced a few top class badminton players; notable among them are Charoen Wattanasin, Thanoo Pattapong and Charnarong Rattanasangsung. The

Badminton Association of Thailand is one amateur sport association which has brought honours to the country in international competitions.

BASKETBALL

Basketball had its beginning in Thailand in the early 1930's when the Ministry of Education began to promote the game in the schools' physical education programmes. But the Ministry was only responsible for the school programmes and there was no public organization or association to represent those of the general public who wanted to play the game. However, a group of individuals who saw a potential interest among the public, got together and established an association to promote the game for competition among the public. The Basketball Association of Thailand was formed in 1953, and came under royal patronage in 1957.³³

Enthusiasm for the sport has grown and the Thai national team has participated in the Second Asian Games in Manila in 1954, in the Tokyo Third Asian Games in 1958, in the Fourth Asian Games in Djakarta in 1962, and in the Fifth Asian Games in Bangkok 1966. Besides these international matches Thailand was represented in basketball in the 1956 and 1960 Olympic Games.

Success has not come easily to the Thai national Team in this sport owing to the disadvantages in height. But what the Thai players lacked in height they made up in

quickness and agility. The greatest success that the Basketball Association of Thailand had in the field of international competitions was being a runner-up to Israel in the Fifth Asian Games in 1966 in Bangkok.

BOXING

In Thailand there are two types of boxing; Thai boxing and international style boxing.

The international style boxing, or boxing under the Queensbury rules, was introduced to Thailand during the reign of King Chulalongkorn. During the early period of this sport it was practised only in schools, and competitions were organized by the Ministry of Education. Gradually, boxing began to spread outside the schools through graduates who wished to take the sport up professionally. Others began coaching in order to perpetuate the sport.

International competitions were being encouraged throughout Thailand during the 1940's and a national boxing association was formed and affiliated to the International Amateur Boxing Association (I.A.B.A.) in 1950.³⁴ With this affiliation to the I.A.B.A. Thailand could from that time send national representatives to international competitions.

The first opportunity came in 1954 when the Second Asian Games were held in Manila. Thailand had four amateur boxers at the competitions, but the best they could manage was one fourth place. In 1956, five Thai boxers participated

in the Olympic Games in Melbourne, but did not win any distinction. At the Third Asian Games held in Tokyo in 1958, two bronze medals were won by the Thai boxers, one in the lightweight division and the other in the welter-weight class. From this point onwards the Thai amateur boxing team began to excel in international competitions and won five gold, one silver and one bronze in 1959 South East Asia Peninsular Games held in Bangkok. Two years later they won five silver and one bronze medal at the Second SEAP Games held in Rangoon, Burma. At the Fourth Asian Games in Djakarta in 1962 they won one gold, one silver and one bronze medal. Then in the 1966 Fifth Asian Games held in Bangkok, the Thai boxers wrested three gold, three silver and one bronze medal from the competitions.³⁵

In as far as the Thai national boxing is concerned, competitors are allowed to use their feet, elbows, and knees in addition to their fists. Furthermore, the fight is always accompanied by Thai music to excite the contestants. The Thai national boxing and international boxing are the only professional sports in the country.

Despite the fact that international boxing only came to Thailand in the early part of the twentieth century, the country has managed to produce a few world class boxers. The first Thai boxer to put Thailand in the limelight in international boxing was Chamroen Songkittirat who in the 1950's fought for the bantamweight world title three times, but was

unsuccessful each time.

In 1960, Pone Kingpetch successfully took the world flyweight division from Pascual Perez of Argentina and became the first Thai boxer who ever held the world top honour in the sport. He successfully held the world title until 1964 when he lost it to another oriental boxer, a Japanese named Harada, in Tokyo.

Another Thai boxer who managed to bring the world flyweight title back to Thailand was Chartchai Chiewnoi. He won the title from Walter McGowan of Scotland in Bangkok in 1966.³⁶

The above-mentioned sports associations were organized and affiliated with the International Organization at a different period of time which reflected the interest of the general public and the administrators in promoting these sports. There were other sports being played in the country in the early 1950's. These included volleyball, table-tennis, swimming, hockey, weight-lifting and riding, but no official associations were formed to properly organize them. But there was a great rush to form more sports associations in the latter part of the 1950's when it became quite clear that Thailand might host the First South East Asia Peninsular Games in 1959. For example, the Table Tennis Association was established in 1957, followed by the Swimming Association in 1958 and the Shooting Association in 1959. By 1966 there were 20 amateur sports association in Thailand. These included:

1. The Amateur Athletic Association of Thailand.
2. The Thai Sports Association.
3. The Amateur Cycling Association of Thailand.
4. The Table Tennis Association of Thailand.
5. The Basketball Association of Thailand.
6. The Badminton Association of Thailand.
7. The Football Association of Thailand.
8. The Amateur Boxing Association of Thailand.
9. The Amateur Weight-Lifting Association of Thailand.
10. The Shooting Association of Thailand.
11. The Rugby Football Association of Thailand.
12. The Lawn Tennis Association of Thailand.
13. The Amateur Volleyball Association of Thailand.
14. The Amateur Swimming Association of Thailand.
15. The Judo Association of Thailand.
16. The Hockey Association of Thailand.
17. The Yacht Racing Association of Thailand.
18. The Amateur Softball Association of Thailand.
19. The Fencing Association of Thailand.
20. The Thai Amateur Wrestling Association.³⁷

To enable these sports associations to promote their own activities, the Government has been granting them subsidies according to the available annual budget. However, with the establishment of the Sports Promotion Organization of Thailand in 1964 the Government approved the use of money from the Lottery Bureau to be distributed by the Organization to various sports associations according to their schedules

for the year.³⁸ Furthermore, in order to follow international practice in the promotion of sports, the Olympic Committee of Thailand was established in 1948. In 1949, King Bhumipol Adulyadej accepted the Olympic Committee under his royal patronage, and in 1950, the Committee gained recognition by the International Olympic Committee.³⁹ Since then the Government has provided regular subsidies to the Committee out of the annual budget, and has also made special grants occasionally when it decided to send Thai athletes to international competitions.

One notable sport association in Thailand for its support of traditional sports was the Thai Sport Association which was established in 1927. The primary objective at the time was to encourage more Thai sports which included: kite-flying, takraw, Thai chess, sword and pole fights, and Thai boxing, to be played by the local people. This was due to the fact that Western sports activities which made their appearance around 1898 had influenced a great many people to take up new sports while interest in the traditional sports began to wane.⁴⁰ As a result of this decline, Phya Bhirom Phakdi, who was an enthusiast in kite flying and had written a book on how to make and fly a kite which had been in use up to the present time, and a few associates, formed a group to establish a Thai Sport Association in order to promote Thai sports in the country.⁴¹ Consequently, Phya Bhirom Phakdi became the Association's first president from 1927 to 1932.

Despite the effort of the Association to promote traditional sports, people began to be more interested in Western sports. Thus, Navy Captain Luang Supphachalasai, the Association's third president from 1937-1941, changed his tactics in the promotion and began to introduce traditional sports such as takraw, and Thai chess into inter-school competitions. The result was most encouraging to the Association because traditional sports seemed to have found a new lease in life as people watched students compete and began to play the sports themselves.⁴² It was not restricted to the people of the urban areas and rural dwellers also began to take up traditional sports.

When Phya Chindarak took over the presidency of the Association in 1941, his first official words concerning the significance of the Association were of the nature of assurance to the public:

As one of the founders of the Thai Sport Association, who is now president of the Association, I would like to assure all of us that the values of our traditional sports are the same, if not better than Western sports. Thus, I would like to encourage you (the public) to assist us (the Association executives) in our promotion of our own sports for the betterment of our country.⁴³

From this time onward the traditional sports competitions were always held at the Pramane Ground. Many activities were in progress at the same time, such as kite-flying contests, Thai chess contests, takraw, and sword and pole fight contests. Public interest shown towards these activities was so great that the fifth president of the

Association, Colonel Luang Ronnasitthipichai (1947-1955), felt compelled to request the patronage from Field Marshal Phibunsonggram, who was then the Prime Minister of the country, so as to receive the necessary financial aid for smooth operation and progress of the Association.⁴⁴ The Prime Minister agreed to the request.

In 1955 the Association elected Admiral Luang Yutthasart Kosol as its sixth president for a period of two years. Then in 1957 General Prapas Charusathien succeeded the Admiral as the seventh president of the Association and has remained in this position up to the present time. Since coming to the Association his primary concern remained that of promoting traditional sports in the city as well as in the provincial areas.⁴⁵ By 1966 traditional sports competitions among the public still remained on the Pramane Ground where several activities were still going on in the same fashion as they used to -- simultaneously.

INTERNATIONAL COMPETITIONS

With the universal, growing interest in the concept of recreation and the extension of the range of sports activities,⁴⁶ the economic boom in the country in the 1950's⁴⁷ and a new political development with the coming to power of General Sarit Dhanarat in 1957, the sporting trends in Thailand began to emerge and a strong interest to develop toward international competitions. Since the establishment of the Olympic Committee of Thailand in 1948 the country has

taken part in more and more international sport competitions, such as the Olympic Games, the South East Asia Peninsular Games and the Asian Games.

OLYMPIC GAMES

The first track and field meet in the country was held in 1897, a year after the 1896 Olympic Games at Athens, could be said to be an indication of the existing interest in modern sports in Thailand at the time and the desire for international competitions in the years to come. Thus, after having gained recognition from the International Olympic Committee in 1950, Thailand began to work towards international competitions for the first time.

The opportunity came in 1952 at which time the 15th Olympic Games were held in Helsinki. Thailand sent a track team of nine athletes to compete at the games.⁴⁸ They did not meet with immediate success in the competitions; it was more important that the athletes and the Thai officials who had accompanied the athletes were looking for experience for the future.

At the 16th Olympic Games held in Melbourne, Australia, in 1956, Thailand sent a team of 38 athletes to compete in five sports which included; track and field, soccer, basketball, boxing, and sailing.⁴⁹ Ten officials were also sent along to observe the organization of the Games in the hope for some international competitions in the

country in the near future.

Thailand participated in the next two Olympic Games, also, one in Rome in 1964, and the 18th Olympic Games at Tokyo respectively. The number of athletes sent to these competitions was progressively larger, and the quality of the athletes was better than the previous years according to the qualifying standards. Despite this the athletes did not win any medals due in part to their lack of experience at the high standards of competitors from other countries. A large group of 28 team officials and 23 observers accompanied the team to the 1964 Games at Tokyo.⁵⁰ They were sent to observe the organization and management of the Games. This was due to the fact that Thailand was to play host country of the Fifth Asian Games in Bangkok in 1966.

The Olympic Games are the largest organized international competition of its kind in the world. Thailand is by no means a major power in the sporting world. There are many disadvantages such as training techniques, facilities, diets, and many other aspects which have to be overcome by Thai athletes. All these require proper planning on the part of the sport administrators and financial support from the Government. With better planning and preparation of athletes, successes at the Olympic Games might not be too far away.

This type of thinking was commonly shared by many countries in Asia, and especially in South East Asia

Peninsular areas which included such countries as Thailand, Burma, Cambodia, Laos, Malaysia, Singapore, and Vietnam. It resulted in the establishment of other international competitions.

SOUTH EAST ASIA PENINSULAR GAMES

The South East Asia Peninsular Games were primarily organized for the seven countries in the peninsula. In 1958 Thailand developed the concept that it would be appropriate and beneficial for countries in South East Asia Peninsular to organize international sport competitions along the lines of the Asian Games or the Olympic Games. The fact that the people of these countries had much in common, similar physical features, climate, habits and way of life, almost the same standard of sports performance, organizing the SEAP Games at an appropriate time such as before the Asian Games and the Olympic Games, at two-year interval, would serve to help raise the standards of performance of athletes of each country.⁵¹

Accordingly, the Olympic Committee of Thailand held the first meeting on the SEAP Games issue on February 22, 1958, and passed a resolution to the effect that the idea should be translated into reality.⁵² The plan was submitted to the Council of Ministers requesting its approval for Thailand to organize the First SEAP Games in Bangkok in 1959.⁵³ After having received the Council of Ministers' approval the Olympic Committee of Thailand, led by Luang

Sukum Naipradith, vice president of the O.C.T., proceeded to put the plan into action during the Third Asian Games in Tokyo in May 1958, by inviting delegates from the seven countries in the South East Asia Peninsular areas to discuss the feasibility of the First SEAP Games.⁵⁴ The meeting expressed its approval and agreed that the First SEAP Games were to be held in Bangkok in 1959. The constitutions and by-laws concerning the competitions were then formulated and approved by all participating countries.

Meanwhile the Organizing Committee of the First SEAP Games elected General Prapas Charusathien as its president. He immediately submitted the budget for organizing the first international competition in the country for a sum of 2.5 million Baht (approximately U.S. \$125,000),⁵⁵ to which the Government, under the leadership of General Sarit Dhanarat, agreed.⁵⁶ The Games took place in December, 1959, and included 12 sports: athletics, badminton, basketball, boxing, cycling, soccer, lawn tennis, shooting, swimming, table tennis, and weight-lifting. The Games proved to be a success for all seven countries concerned and for all competing sports in view of the fact that standard of performances of all athletes in these regions were very even.⁵⁷ It was agreed upon by all delegates of the seven countries to carry on with the competitions every two years.

Consequently, the Second SEAP Games were held in Rangoon, Burma, in 1961. At this meet the Burmese Organizing

Country	Competitors		Officials		Total
	men	women	men	women	
BURMA	98	4	24	-	126
LAOS	36	-	14	6	56
MALAYA	57	9	22	2	90
SINGAPORE	54	-	24	-	78
THAILAND	155	30	16	2	203
VIETNAM	80	4	16	-	100
	480	47	166	10	653

<u>Country</u>	<u>Number of Gold Medals Won</u>
THAILAND	86
VIETNAM	28
BURMA	11
SINGAPORE	11
MALAYA	9
LAOS	-

FIGURE 8 Countries and Competitors in the First South East Asia Peninsular (SEAP) Games

Committee added sailing to the original twelve sports so as to expand the number of sports in the competitions to correspond with more of the Western sports. Thailand sent a team of 149 competitors to compete in all sports.

The Third SEAP Games were originally planned for the city of Phnom Penh of Cambodia in 1963, but owing to some unforeseen events in that country the Government of Cambodia had to withdraw from staging the Games.⁵⁸ Malaysia volunteered to organize the Third SEAP Games in the city of Kuala Lumpur in December, 1965. Once again Thailand sent a large contingent of athletes, 179 men and 67 women, to compete in all sports. To their credit they managed to win 38 gold medals, more than other competing countries.

There was no doubt that the SEAP Games were beneficial to all countries concerned. The competitions provided by and for all athletes were not too unequal for any individual athlete -- thus, the competitions were naturally much keener. Besides being able to prepare the countrys' athletes for other top international competitions, the SEAP Games also provided ample opportunities for improvement in diplomatic relations,⁵⁹ and renewing the ties between countries and for athletes to mix, to get to know one another and to establish a lasting relationship -- the Games were designed for the people of South East Asia peninsular.

ASIAN GAMES

The emergency of Asian Games was quite similar to the SEAP Games, differing primarily in the fact that the Asian Games came into existence before the SEAP Games. It was commonly felt among the Asian countries that aside from Japanese athletes, other Asian athletes found it most difficult to measure up to the European and North American athletes.⁶⁰ Accordingly, the Asian delegates assembled in New Delhi, India, in 1950, and decided upon the establishment of the Asian Games whereby only Asian countries were permitted to compete. Despite the fact that the establishment of the Asian Games was to improve the standards of performance in sports among athletes of Asian countries, another important factor was the utilization of the Games to renew friendly relations among countries of the regions.⁶¹

The First Asian Games were celebrated in New Delhi in 1951. Thailand, which sent a delegation to the founding conference of the Games, sent eight athletes to compete in the track events only.⁶² This was due to the fact that many sports associations in the country had not achieved recognition and affiliation with the international organizations as yet. As a result the country was not permitted to compete in those sports. Although Thailand sent only eight athletes to compete in only one sport, but it was a beginning to international competitions for the country. Visudharom observed:

. . . to us that was a very good beginning. Having been encouraged by this experience, another set of young athletes were sent to Helsinki, in 1952, to take part in the 15th Olympic Games. The participation of Thailand in these two great international sports meetings brought new enthusiasm to the young members of the Thai people. They began to engage more and more in athletic activities and the number of participants in various sports increased by leaps and bounds, so much so that the existing facilities have become inadequate to meet the demand.⁶³

Through generous support, from both the Government and the public, the Olympic Committee of Thailand was able to send delegates to take part in the Second Asian Games held in Manila in 1954.⁶⁴ Furthermore, the country was able to send a larger team of athletes to compete in three sports; track and field, basketball and boxing. With such support it is interesting to note at this time the steady increase in the number of athletes in these international games; in the First Asian Games held in New Delhi in 1951, eight Thai athletes took part in the track and field only; at the 1952 Olympic Games in Helsinki there were nine competitors, all in the track events only; while at the Second Asian Games held in Manila in 1954, there were 23 competitors competing in three sports. However, successes in terms of medal performance at these international meets had not yet come to Thai athletes.

In 1957, a year before the Third Asian Games were to be held in Tokyo, Japan, Thailand was struck again with another revolution. The new regime was led by General Sarit Dhanarat who successfully wrested power from Premier Phibunsonggram. Under General Sarit Dhanarat, the Government

gave full support in the promotion of international sports competitions, and this position was clearly demonstrated in the country with the prompt assistance to the Organizing Committee of the First SEAP Games in 1959.⁶⁵ Furthermore, the Government assisted the Olympic Committee of Thailand in sending a bigger contingent of athletes and officials to the Third Asian Games in 1958. It was during this period that the country prepared itself to be host country for the First SEAP Games. In the Third Asian Games Thailand achieved three successes; a silver medal in the Free Pistol Shooting 50-meter, and two bronze medals in boxing. It was the first time in Thailand's brief history of international competition that the team had won any medals and honours for the country.

The successes at the Third Asian Games, and at the First SEAP Games in the country where local athletes managed to win 86 gold medals (more than any other country) spurred the athletics movements in the country, for at the Fourth Asian Games held in Djakarta, Indonesia, in 1962 Thailand informed the Asian Games Federation of her willingness to act as host country for the Fifth Asian Games which would take place in Bangkok in 1966.⁶⁶ Additionally, 120 athletes (105 men and 15 women, plus 40 officials and observers) were selected by the Olympic Committee of Thailand for the Games in Djakarta. It was the largest contingent of athletes and officials from Thailand to date.

The determination to excel in competitions was borne

out at this meeting, too, as Thailand won its first gold medal by a cyclist in the 159.22 kilometer race (100 miles). The winner was Thaworn Chirapun, Thailand's first gold medallist in the Asian Games.⁶⁷

In the meantime the Asian Games Federation at its meeting during the Fourth Asian Games in Djakarta voted unanimously to award the honour of organizing and conducting the Fifth Asian Games in Bangkok in 1966 to Thailand.⁶⁸

To prepare for the honour of staging the Fifth Asian Games, the Thai Government, under the leadership of Field Marshal Thanom Kittikachorn, passed legislation for the establishment of the Sports Promotion Organization of Thailand in 1964, appointed General Prapas Charusathien as its first president, Police General Luang Charte Thrakarnkosol as vice-president, and Air Marshal Dawee Chullasaph as Chairman of the Organizing Committee of the Fifth Asian Games.⁶⁹ It was understood from the beginning that the first priority of the Organization was to be responsible for the organizing of the Games, and at the end of which it would be responsible in promoting sports to be played in the country. Prior to the establishment of the Organization the preliminary preparation for the Games was under the supervision of the Department of Physical Education.

Many new facilities were constructed for the Games; a velodrome for cycling events, a shooting range, a field hockey stadium, a swimming pool and soccer stadium at

Country	Gold	Silver	Bronze	Total
AFGHANISTAN	-	-	-	-
BURMA	1	-	4	5
CEYLON	-	-	5	5
REP. OF CHINA	5	4	11	20
HONG KONG	-	-	1	1
INDIA	7	4	11	22
INDONESIA	5	4	13	22
IRAN	6	8	17	31
ISRAEL	3	5	3	11
JAPAN	78	53	33	164
KOREA	12	18	21	51
MALAYSIA	7	5	6	18
NEPAL	-	-	-	-
PAKISTAN	2	4	2	8
PHILIPPINES	2	15	24	41
SINGAPORE	-	5	7	12
THAILAND	12	14	11	37
VIETNAM	-	1	1	2

FIGURE 9 Result of the Fifth Asian Games Showing the Number of Medals Won by Participating Countries

Chulalongkorn University grounds, a volleyball stadium, a table-tennis hall, and finally the new indoor stadium which could seat 12,000 spectators for boxing and badminton contests. These were new facilities which the Thai Government had prepared for the success of the Games. In all the Government spent approximately 193 million Baht (U.S. \$9.65 million) for new facilities and improving old facilities. The sum also included 12 million Baht (U.S. \$600,000) which were spent directly for running the competition.⁷⁰

Eighteen member countries which included Afghanistan, Burma, Ceylon, Republic of China, Hong Kong, India, Indonesia, Iran, Israel, Japan, South Korea, Malaysia, Nepal, Pakistan, Philippines, Singapore, South Vietnam and Thailand sent 1,895 athletes to take part in the Games which were held between December 9-20, 1966.

At the Games sixteen sports were scheduled, namely, athletics, badminton, basketball, boxing, cycling, field hockey, shooting, soccer, swimming, diving, water polo, table tennis, tennis, weight-lifting, wrestling, and volleyball.

The Thai team consisted of 253 athletes, the largest ever assembled to represent the country in sporting events. It was also the first time in the history of international sport competition of Thailand that as many as 12 gold medals were won by Thai athletes. One notable athlete worthy of mentioning was Preeda Chullamontol who won four gold medals and two silver medals in various cycling events.⁷¹ Other

than that, the Games were once again dominated by Japanese athletes who captured 78 gold medals, the largest number by a single nation.

There was no doubt but that the Games were a success for Thailand. They marked the country as one of the centres of international sport competitions. More important was the fact that Thai athletes had proved that with better training techniques and facilities they could excel and compete at international level. Furthermore, the inheritance of all the facilities from the Games would no doubt increase the degree of sport participation among the population of Bangkok, which in return would enhance the standard of sports in the country.

Thus, the Fifth Asian Games in 1966 marked the climax of the history of sport and international sport competitions of Thailand.

FOOTNOTES

¹W. Blanchard et. al., Thailand, Its People, Its Society, Its Culture (Connecticut: Human Relations Area Files, Inc., 1958), p. 145.

²D. Insor, Thailand: A Political, Social, and Economic Analysis (London: George Allen & Unwin Ltd., 1963), pp. 62-65.

³Punya Somboonsilp, "Health, Physical Education and Recreation," in The World Today in Health, Physical Education and Recreation, ed. by C. Lynn Vendien and John E. Nixon (New Jersey: Prentice-Hall, Inc., 1968), p. 324.

⁴Office of the Prime Minister, Thailand Official Yearbook, 1968 (Bangkok: Government House Printing Office, 1968), p. 641.

⁵Government of Thailand, "The Establishment of Sports Promotion Organization of Thailand," Rajkitjanubeksa (Royal Government Gazette) Vol. 81, September 17th 1964, (Bangkok: Government House Printing Office, 1964), pp. 1-10.

⁶Ibid.

⁷Somjit Singhasaene, private interview held during a meeting on August 23, 1972, at the Sports Promotion Organization of Thailand.

⁸Professor Dr. Ouay Ketsingh, private interview held during a meeting on August 16, 1972 at the Sport Science Centre, Bangkok, Thailand.

⁹D.G.E. Hall, A History of South-East Asia (London: Macmillan, St. Martin's Press, 1970), p. 806.

¹⁰Prachum kotmai prajumsokdi, "Koa bungkup laksana pokklong kana football hang sayam," (Regulations governing the Football Association of Thailand) Vol. 29, (Bangkok: 1916, p. 12.

¹¹Kong Visudharom, "Sport," in Olympic Committee of Thailand, (Bangkok: Siva Phorn Limited Partnership, 1956), p. 24.

¹²Ibid.

¹³Ibid.

¹⁴Ibid.

¹⁵Office of the Prime Minister, op.cit., p. 653.

¹⁶The Royal Bangkok Sports Club, Diamond Jubilee, September 6, 1901-1961 (Bangkok: P. Phisanaka Press, 1962), p. 26.

¹⁷Office of the Prime Minister, op.cit., p. 663.

¹⁸Ibid., p. 664.

¹⁹Ibid.

²⁰Ibid.

²¹Ibid., p. 665.

²²The Royal Bangkok Sports Club, op.cit., p. 16.

²³Office of the Prime Minister, op.cit., p. 668.

²⁴K.P. Landon, Siam in Transition (New York: Greenwood Press, Publishers, 1968), p. 172.

²⁵Office of the Prime Minister, loc.cit.

²⁶Ibid., p. 661.

²⁷Ibid.

²⁸Ibid.

²⁹Ibid., p. 662.

³⁰Ibid., p. 655.

³¹Ibid.

³²Ibid., pp. 642-645.

³³Ibid., p. 656.

³⁴Ibid., p. 657.

³⁵Ibid., p. 658.

³⁶Ibid., p. 659.

³⁷Somboonsilp, op.cit., pp. 323-324.

³⁸Singhasaenee., interview.

³⁹Visudharom, op.cit., p. 26.

⁴⁰Thai Sport Association, Under Royal Patronage
(Bangkok: Prasarnmitr Press, 1962), p. 2.

⁴¹Ibid., p. 5.

⁴²Ibid., p. 14.

⁴³Ibid., p. 17.

⁴⁴Ibid., p. 24.

⁴⁵Ibid., p. 27.

⁴⁶P.C. McIntosh, Sport in Society (London: C.A. Watts and Co., Ltd., 1963), p. 172.

⁴⁷See Chapter 5.

⁴⁸Office of the Prime Minister, op.cit., p. 640.

⁴⁹Ibid.

⁵⁰Ibid.

⁵¹Pramual ruangrao karn penma kong karn kangkun kila lamthong (Background of the South East Asia Peninsular Games) (Bangkok: Lottery Bureau Press, 1959), p. 1.

⁵²Ibid.

⁵³Letter, General Prapas Charusathien, President of Olympic Committee of Thailand, to Secretary to the Prime Minister, March 7, 1958, Thailand Olympic Committee File.

⁵⁴Letter, Secretary to the Prime Minister to General Prapas Charusathien, President of Olympic Committee of Thailand, March 21, 1958, Thailand Olympic Committee File.

⁵⁵Letter, Organizing Committee of the First South East Asia Peninsular Games, to the Prime Minister of Thailand, October 9, 1958, Thailand Olympic Committee File.

⁵⁶Letter, Office of the Prime Minister, to the Organizing Committee of the First South East Asia Peninsular Games, October 20, 1958, Thailand Olympic Committee File.

⁵⁷Office of the Prime Minister, op.cit., p. 643.

⁵⁸Ibid., p. 644.

⁵⁹Background of the South East Asia Peninsular Games, loc.cit.

⁶⁰Sport Promotion Organization of Thailand, Asian Games Bulletin Vol. I, No. 1., January, 1965 (Bangkok: Sports Promotion Organization of Thailand, 1965), p. 5.

⁶¹Ibid.

⁶²Office of the Prime Minister, op.cit., p. 640.

⁶³Kong Visudharom, "Sport," in Olympic Committee of Thailand, (Bangkok: Siva Phorn Limited Partnership, 1956), p. 26.

⁶⁴Ibid.

⁶⁵Office of the Prime Minister, op.cit., p. 643.

⁶⁶Ibid., p. 641.

⁶⁷Ibid.

⁶⁸Ibid.

⁶⁹Government of Thailand, loc.cit.

⁷⁰Office of the Prime Minister, op.cit., p. 642.

⁷¹Ibid.

CHAPTER VIII

SUMMARY AND CONCLUSIONS

Modern sport and physical education began in Thailand in the latter part of nineteenth century during the reign of King Chulalongkorn. Following the king's return from a tour of Europe in 1897 he began to introduce Western sports such as croquet, soccer, tennis, boxing and rugby football to Thailand. Another important milestone was the introduction of physical education into the school curriculum in 1898. Although it was not a required subject during the early period its presence in the school system marked the commencement of Western influence as a result of the European tour by the king and his consideration of the values of physical education.

It was not until 1932, after a successful revolution by a group of military personnel and civilians who called themselves the "People's Party", that physical education was included in the National Education Scheme of 1932 as one of the three major areas of studies in both the primary and secondary schools' curriculum. The other two areas of studies were academic and moral education. During the early stage of its introduction into the school's curriculum in 1932 most activities in physical education in Thailand evolved around calisthenics and such traditional sports as takraw and Thai chess. In most cases classroom teachers

acted as the physical education instructors due to lack of specialists in this area of teaching.

Despite its slow beginning and development physical education was retained as one of the areas of studies in the subsequent National Education Acts which followed in 1936, 1951 and 1960 respectively. It was considered among education administrators in the Ministry of Education that physical education was an important area of study for all students in the country but they met with great difficulty in erecting a sufficient number of schools to house programmes for all of the Thai students and consequently were hard pressed to provide the necessary facilities for physical education. Unfortunately when the administrators were in a better position to support physical education, the programme received the least amount of aid among all other education programmes from the Government. The limited financial aid thus added to the difficulties which many school administrators faced in trying to follow the physical education curriculum prescribed and authorized by the Ministry of Education.

From 1932 onwards the Thai Government was fully aware of the curricular and inherent values of physical education for all students and gave every indication of a major effort to develop physical education for the whole country. Fulbright Professors from the United States of America were invited to assist in the planning of a

teacher-training curriculum and the establishment of in-service training. The programmes began in 1950 and involved many personnel from the United States.

The other indications of the development of physical education in Thailand were the establishment of the Comprehensive School under the Canadian Government's assistance and the Regional Education Development Project including Higher Education (REDPHE) in each of the twelve educational regions which enabled the Ministry of Education to receive some feed back in order to be able to try to develop education in its entirety more efficiently.

While curricular physical education was slowly developing in the school system, intramural and interschool sports also began to emerge within the physical education programmes of the schools. Many of the sports which King Chulalongkorn had introduced to the students of the Royal School began to make their way to other schools both in the city and the country. This diffusion was aided by missionaries and foreigner teachers appointed by the king. The introduction of sports programmes did not receive substantial promotion from the education leaders. It was part of a new trend in the country and as such not many people either understood it or were interested in its educational values.

This, however, was altered in 1933 when the Department of Physical Education was established and charged with the responsibility of school physical education as well as

with the organization of public sport. Interscholastic competitions were encouraged and arranged by the Department, while the public was encouraged to establish their own sport clubs. In order to promote sport and physical education more effectively the Department began to focus on producing specialized teachers in 1934 by transferring the Central School of Physical Education from the Ministry of Education's jurisdiction to that of the Department of Physical Education. From this point onwards the number of graduates increased and the quality of training improved owing to constant evaluation of and changes in the programmes. Thus more and more graduates were able to assist in the school physical education programmes and the development of intramural as well as extra curricular sports.

One must accept the fact that physical education in Thailand has been greatly influenced by foreigners. King Chulalongkorn's importation of Oxford Blues to teach sports to students of the Royal School, the Fulbright Professors, Peace Corps, missionaries, businessmen and ordinary foreigners who pursued their sporting activities in Thailand in the manner that they would have done in their own countries had a great impact on the people and were in part responsible for the increase in the degree of sport participation among the local population of the country.

In view of the fact the Thai people are very fond of sport it is easy to see why much attention and encouragement

has been given in the past in an attempt to develop sport and physical education. At the same time moral support and encouragement was not sufficient to promote these activities to their full potential. The main cause of the slow development of these activities stemmed from a lack of facilities, equipment and personnel. Any school which possessed one playing field could be considered fortunate. Frequently, as the student population increased, the field would be taken up for building construction. The lack of space was so acute in many schools in Bangkok that it was almost impossible to have any kind of outdoor activities at all, and only a handful of schools possessed even a rudimentary gymnasium or hall which would allow for indoor activities. As a result, adequate physical education programmes were almost impossible to conduct.

Several attempts have been made to overcome the problem of lack of equipment. Such measures as physical education fees and "do-it-yourself" equipment manufacture proved unsuccessful. First and foremost, the physical education fee was always divided proportionally with other activities such as school play production expenses or library expenses. Furthermore, only a narrow range of equipment could be made by students and required much time which otherwise could have been spent learning activities. Very often students became discouraged and disenchanted with the physical education programmes.

Buddhism, the state religion, has always had important implications for sport and physical education. Buddhist philosophy holds that it is important for individuals to develop excellent health, physical fitness and mental qualities so that his life may be as free as possible from suffering. Adaptations of the basic Buddhist tenets (beliefs) have led to customs and traditions which mitigate somewhat against the ready acceptance of Western sports and physical activities, especially for girls. Custom and traditional practices held that Thai girls should be reserved and well-mannered at all times, which is inconsistent with the energetic movements which are required in sports. However, sports and physical education were regarded as natural for boys. So, while some essential aspects of Buddhism supported physical education philosophically, long custom and tradition in Thailand, slowed their development.

The world-wide economic slump, especially in the Southeast Asia, during the 1930's, and the two world wars prompted many countries to promote physical education. Since the decade of the 1940's the economic situation of Thailand has continued to rise steadily and reached a boom stage in the 1950's owing to the demand for export of rubber, tin and rice which were needed by the military forces involved in the Korean War Conflict. Industrialization expanded, Urbanization progressed steadily. The

working class found themselves receiving steady incomes and fixed hours of work which meant more leisure time on their hands. For instance, Saturday and Sunday became the common time for recreation, and while an increasing number of people played, so, too, many preferred to watch sports. The availability of potential spectators stimulated the development of commercialized sports, particularly soccer, rugby football and Thai boxing.

The number of participants and spectators in sports increased significantly only in the urban areas of Bangkok and Thonburi as a result of technological changes resulting from the advent of urbanization and industrialization in the 1950's. Among the people of the provincial or rural areas life went on very much as it had for centuries with the exception of the introduction of a few luxury items such as radios and bicycles. Sporting activities among the rural people remained highly traditional with the exception of soccer which grew rapidly in popularity throughout the country.

Furthermore, improved technology and communication enabled many urban dwellers to expand their recreation habits, to travel away from the urban areas to the countryside or the beaches for their favourite activities. Thus, with the improved economy and the concomitant increase in personal income, the segregation of the type of sports for

certain section of the people in the nation was also witnessed.

The rise of the military since the revolution in 1932 in Thailand and the subsequent struggles for power among the military staff greatly affected many of the government services in the sense that more military personnel began to venture into those services. Besides government services, the military staff also began to divert their energy into business enterprises. The fact that they became successful in private affairs and found themselves in position of power, had lured many young aspirants to join the forces.

In time of peace the military found a great deal of free time on their hands. Accordingly, sports were taken up among the armed forces as a means of acquiring and maintaining physical fitness, and competitions between the forces became an attraction among the general public. Owing to the fact that the army had more manpower than the rest of other forces, a great number of army men became involved in the organization of the Armed Forces Games.

With the success of these Games it became a wish of the military leaders to have more military personnel represent the country in international competitions. Since 1963 the Armed Forces Games had increased the number of sport activities most particularly in international

competitions such as shooting, and boxing.

In the meantime many of the Armed Force staff became prominent leaders in sport circles in Thailand. General Prapas Charusathien was named President of the Olympic Committee of Thailand in 1950. President of Thai Sport Association in 1957, President of the Organizing Committee of the First SEAP Games in Bangkok in 1959, and President of Sports Promotion Organization of Thailand in 1964. Air Marshal Dawee Chullasaph was elected Chairman of the Organizing Committee of the Fifth Asian Games in Bangkok in 1966 and President of the Fencing Association of Thailand in the same year. There were numerous other military personnel who held top posts in either the sport associations or government sport control agencies. In short, many military staff had begun to dedicate themselves to the area of sports promotion in Thailand.

With the rise of the military in 1932 and the role of the military involvement in the area of the development and promotion of sport in the country, many nations, especially in Asia, came to regard Thailand as one of the sport centres in the Southeast Asia region. Of great significance was the establishment of the Sports Promotion Organization of Thailand in 1964. The Government, under the leadership of Field Marshal Thanom Kittikachorn, became aware of the values of sport and deemed it important that

more sport be played in the city of Bangkok as well as in the provincial areas. This being the case monies were solicited for the support of sport. In 1967, 10 million Baht (U.S. \$500,000) was allocated by the Government for sport promotion throughout the country. The first priority at the time of the Organization was the preparation for the Fifth Asian Games which were successfully hosted by Thailand in 1966.

A Sport Science Centre was also established in 1966 and was made responsible for research relative to development of better athletes in the country. However, the ideas and the significance of the Centre had not caught on with the athletes and the sports clubs administrators who were inclined to favour their old methods of training and coaching.

Following the establishment of the Olympic Committee of Thailand in 1948, the country moved into international sport competitions. Thailand competed for the first time in 1952 at the Helsinki Olympic Games. From that point onwards the country had engaged in all other summer Olympic competitions although their participation had not been marked by a high degree of success. As a result, the concept of Asian Games and the South East Asia Peninsular Games materialized in 1951 and 1959 respectively with the

full cooperation of other countries in the regions.

The First SEAP Games took place in Bangkok in 1959, and since that time the Games have been held every two years. This marked the first time in the history of international sport competitions that Thailand hosted any type of international sport event. The opportunity arose again in 1962 when the Asian Games Federation agreed to allow Bangkok to host the Fifth Asian Games scheduled to be held in 1966. These Games are second only to the modern Olympic Games in terms of their size and organization as far as Thailand is concerned.

Throughout the development of international sport competitions in which Thailand participates, the Government has been acting as a vital resource of encouragement, morally as well as financially. This interest towards international competitions was shown with the increase in number of athletes participating in the various Games. At the 1952 Olympic Games in Helsinki Thailand had eight representatives in only track and field events. However, by the Fifth Asian Games in 1966 at Bangkok, 253 athletes represented the country in all sixteen sports. It was befitting to see the result of the development of sports and physical education in Thailand in the way that a large number of athletes were able to represent the country in all sports at the Fifth Asian Games. These Games undoubtedly mark the zenith of international sport competitions within

the period under study.

Thus, it can be seen that kingship, education, foreign influence, religion, economics, military and politics had a great impact on the development of sport and physical education in Thailand. Although progress may seem slow when judged by some standards, the reluctance of many people especially in the rural areas to accept sport and physical education as worthwhile activities, the lack of facilities and equipment, and the economic state of the nation in general during 1932-1940, were factors which mitigated against widespread and rapid development and progress. The groundwork is now laid for further steady progress.

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